

**2025-2026 THE UNIVERSITY OF ALABAMA GRADUATE
CATALOG**

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About UA Graduate Education

Introduction

The University of Alabama, Graduate School, 102 Rose Administration Building, Box 870118, Tuscaloosa, AL 35487-0118; 205-348-5921; email: gradschool@ua.edu; or visit the website of the Graduate School. Although the publisher of this catalog has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial or clerical errors or error occasioned by honest mistake. All information contained in this catalog is subject to change by the appropriate officials of The University of Alabama without prior notice. Although this catalog intends to reflect any current policies or rules of The Board of Trustees of The University of Alabama referred to or incorporated herein, users are cautioned that changes or additions to policies or rules may have become effective since the publication of this material. In the event of such a conflict, the current statements of board policy contained in the official minutes and manual of rules, bylaws, and guidelines shall prevail.

Equal Opportunity in Education and Employment

UA complies with applicable laws prohibiting discrimination, harassment, and retaliation, including but not limited to Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Adjustment Assistance Act, as amended by the Jobs for Veterans Act of 2002 (VEVRAA), the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), the Age Discrimination Act of 1975, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, and the Genetic Information Nondiscrimination Act of 2008.

Consistent with those laws and UA's Sexual Misconduct, Harassment and other policies, UA prohibits discrimination on the basis of genetic or family medical history information, race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, age, disability, protected veteran status, or any other legally protected basis in admission or access to, or treatment of employment in, its programs and services. These prohibitions against discrimination apply to recruitment, application, selection, hiring, appointment, transfer, demotion, promotion, tenure, job assignments, classification, compensation, benefits, leaves of absence, sick leave or any other leaves,

job training and development, tuition assistance, participation in UA-sponsored educational, social, and recreational programs, discharge, layoff, and/or any other term, condition or privilege of employment. Inquiries or concerns regarding UA's Title IX or gender-related compliance may be directed to UA's Equal Opportunity and Title IX Programs.

This statement is part of the Equal Opportunity, Title IX, Non-Discrimination, and Affirmative Action Policy Statement.

Campus Security Report

Each year, The University of Alabama publishes the UA Annual Campus Security and Fire Safety Report. It contains crime and fire statistics for the three most recent calendar years. It also details UA security policies and procedures. The Campus Security Report is provided in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and is available online to view or print at police.ua.edu. The Alabama Department of Public Safety, a state agency, also provides an online listing of sex offenders currently registered with the state. This listing is available on the Alabama Department of Public Safety website. For information regarding the enrollment or employment of registered sex offenders at The University of Alabama, or to request a printed copy of the Campus Security Report, write The University of Alabama, University Police, Community Services Division, Attention: Clery Compliance Officer, Box 870180, Tuscaloosa, AL 35487-0180; or email ua.police@ua.edu.

Academic Policies

400-Level Courses for Master's Credit

Courses numbered 400-499 are primarily for advanced undergraduate students. Under no circumstances will coursework below the 400 level be accepted for graduate credit. Read more. (p. 7)

Academic Misconduct

All acts of dishonesty in any work constitute academic misconduct. This includes, but is not limited to, cheating, plagiarism, fabrication of information, misrepresentation, and abetting any of the above. Read more. (p. 7)

Admission Criteria

Each application is considered in the context of other applications to the same area, with due consideration given to the availability of space, the need to maintain a pool of students of superior potential, and other goals of the program. Read more. (p. 10)

Application

Application may be made to only two programs at a time, and at no time may a student be enrolled in more than two programs. Read more. (p. 14)

Course-Numbering System

All courses taken for graduate level credit must be taught by a member of the Graduate Faculty. Read more. (p. 14)

Degree Requirements

Each student must assume full responsibility for understanding both the general and special requirements of the division and department in which the student pursues his or her major work. Read more. (p. 15)

Grades and Academic Standing

Many departments and programs produce manuals, procedures, and policy guides, graduate student handbooks, and other publications for their students and faculty in graduate programs. Read more. (p. 28)

Joint, Cooperative and Shared Graduate Programs

The University of Alabama, the University of Alabama at Birmingham, and the University of Alabama in Huntsville have agreed to the establishment of several joint, cooperative, and shared graduate programs. Read more. (p. 242)

Records Maintenance and Disposition

The policy statement is available upon request in the Office of Academic Records and University Registrar and is published in the class schedule each fall semester. Read more. (p. 242)

Registration and Assistantships

Any graduate student using the assistance of a faculty member or any faculty of The University of Alabama in relation to a degree program must be registered in an appropriate course reflecting that activity. Read more. (p. 242)

Taking Graduate Classes Prior to Completion of a Bachelor's Degree

Seniors interested in taking graduate level credit can do so under specific criteria and approvals. Read more. (p. 244)

Withdrawals and Leave of Absence

A graduate student who desires to withdraw from a course may do so, with the approval of the student's advisor or department head, during the period allowed for dropping a class. Read more. (p. 244)

400-Level Courses for Master's Credit

A maximum of six semester hours of 400-level course credit may be accepted for a master's degree program, and only if approved by the department and Graduate School prior to the semester in which the 400-level coursework will be taken. The approval form is located on the Graduate School website.

All of the conditions below must be met:

1. The department offering the courses also offers a graduate degree.
2. Approval is obtained from the student's graduate advisor and the Graduate School prior to the semester in which the coursework is to be taken.
3. The course is taught by a member of the graduate faculty.
4. The course is not offered at the 500 level.
5. Graduate students in such courses do appropriate extra work and demonstrate a higher level of mastery.

Courses will differ for graduate students, typically in at least two of the four ways mentioned below.

1. Graduate students should submit additional papers that require more analysis, synthesis, evaluation and application of knowledge.
2. Graduate students should complete additional, higher-level readings.
3. Graduate students' oral and written work should demonstrate greater depth of thought.
4. Graduate students should attend additional meetings with the professor to discuss course content in greater depth.

The Graduate School must be notified, by the department, of a student's intention to use such credit by emailing the Graduate Registrar at grad.registrar@ua.edu.

No 400-level credit (except the six hours accepted toward the master's degree) may be accepted for doctoral degree programs. Under no circumstances will coursework below the 400 level be accepted for graduate credit. Master's students may use no more than six hours of 400-level courses for graduate credit.

Academic Misconduct

All acts of dishonesty in any work constitute academic misconduct. This includes, but is not limited to, cheating, plagiarism, fabrication of information, misrepresentation and abetting any of the above. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct occurs.

Students should refer to the University's academic misconduct policy which applies to both undergraduate and graduate students.

Accelerated Master's Program (AMP)

The Accelerated Master's Program (AMP) is intended for gifted and highly motivated candidates for bachelor's degrees at The University of Alabama whose objectives include degrees at the master's or doctoral level. The format of the AMP ensures that the integrity and rigor of both the undergraduate and the graduate degree are maintained.

It is advised that prospective AMP students meet with the Graduate Program director for their prospective AMP at the beginning of their junior year. Programs may have specific coursework requirements and graduate course prerequisites for which an AMP student must be prepared. Students may start the AMP once they have earned 90 or more undergraduate hours. Typically, this means that an AMP student will apply to the Graduate School in the semester in which they are earning their 90th undergraduate hour.

Each program will set its minimum undergraduate GPA requirement for admission to the AMP. By default, the GPA minimum will be a 3.7 institutional GPA. However, for programs whose 75th percentile institutional GPA is below 3.7 (averaged over the prior five years for program graduates), the threshold may be set at that 75th percentile, but not lower than 3.3 GPA. Programs will be informed of their 75th percentile threshold every five years (beginning in 2027), in order that they may reassess their GPA cutoff for admission. Program admissions requirements are listed below. In addition to meeting the minimum requirements for the AMP, applicants must meet the regular requirements for admission to the Graduate School and to that graduate program. Applicants to the Accelerated Master's Program (AMP) are not required to submit an admission test score. An exception to this is the AMP programs in the Manderson Graduate School of Business, where the requirement is only waived for the MS Management Information Systems, MS Operations Management, and MS Applied Statistics programs.

Once admitted, an AMP student is approved to attempt up to the maximum number of graduate credit hours allowed to be double counted

towards both the bachelor's and graduate degrees as specified by each program (listed below). This may not exceed 12 hours in any program. Of the maximum allowable double counted hours, 3 hours can come from a minor. Undergraduates taking graduate-level courses must meet the same academic standards as the graduate students in the course. Although AMP students will typically complete the requirements for the bachelor's degree prior to the graduate degree, such a program may involve simultaneous completion of requirements for both graduate and bachelor's degrees. An AMP student who completes the bachelor's degree prior to the graduate degree does not have to reapply to Graduate School to continue in their graduate program.

AMP students are classified as undergraduates until they have been awarded an undergraduate degree. It is only upon completion of the undergraduate degree that AMP students become eligible for Graduate School funding (e.g., travel funding and fellowships) or graduate assistantships. If a student chooses to no longer participate in the AMP program prior to the completion of the undergraduate degree, graduate credit earned as an undergraduate student can only count toward the undergraduate degree program. Students should consult with their advisor to confirm that the desired outcomes are reflected on the degree audit.

The following programs currently are approved to participate in AMP. New College students can participate in any of the programs listed below if they have the approval of both the director of New College and the Graduate Program Director. A student may enroll in only one AMP.

Department	Undergraduate Major	Graduate Program	Dual-counted Hours Allowed	Minimum UA GPA for Admission
Advertising and Public Relations	Advertising, Public Relations	MA Advertising and Public Relations	12	3.7
Aerospace Engineering and Mechanics	Aerospace Engineering	MS Aerospace Engineering and Mechanics	12	3.7
Aerospace Engineering and Mechanics	Mechanical Engineering	MS Aerospace Engineering and Mechanics	9	3.7
American Studies	American Studies	MA American Studies	12	3.7
Anthropology	Anthropology	MA Anthropology	12	3.75
Art and Art History	Art History	MA Art History	12	3.7
Biological Sciences	Biology	MA Biological Sciences	12	3.7
Biological Sciences	Biology	MS Biology	12	3.7
Chemical and Biological Engineering	Chemical Engineering	MS Chemical Engineering	12	3.7
Chemical and Biological Engineering	Chemical Engineering	PhD Chemical Engineering	12	3.7

Chemistry and Biochemistry	Chemistry	MS Chemistry	12	3.7
Civil, Construction, and Environmental Engineering	Civil Engineering	MS Civil Engineering	9	3.7
Civil, Construction, and Environmental Engineering	Environmental Engineering	MS Environmental Engineering	9	3.7
Communicative Studies	Communicative Studies	MA Communicative Studies	12	3.7
Computer Science	Computer Science	MS Computer Science	12	3.7
Computer Science	Cyber Security	MS Computer Science	12	3.7
Consumer Sciences	Consumer Sciences	MS Consumer Sciences	12	3.7
Criminology and Criminal Justice	Criminology and Criminal Justice	MS Criminology and Criminal Justice	9	3.7
Curriculum and Instruction	Biology	MA Secondary Education	12	3.7
Curriculum and Instruction	Mathematics (Mathematics Education Concentration)	MA Secondary Education	12	3.7
Economics, Finance and Legal Studies	Economics	MA Quantitative Economics	12	3.7
Economics, Finance and Legal Studies	Economics	MS Finance	12	3.7
Economics, Finance and Legal Studies	Finance	MS Finance	12	3.7
Economics, Finance and Legal Studies	Finance	MA Quantitative Economics	12	3.7
Electrical and Computer Engineering	Computer Engineering	MS Electrical Engineering	6	3.7
Electrical and Computer Engineering	Electrical Engineering	MS Electrical Engineering	6	3.7
English	English	MA English	12	3.7
Geography and the Environment	Environmental Science	MS Geography	12	3.7
Geography and the Environment	Geography	MS Geography	12	3.7

Geological Sciences	Geology	MS Geology	12	3.7
Health Science	Public Health	MPH Health Education and Promotion	12	3.7
History	History	MA History	12	3.75
Human Development and Family Studies	Human Development and Family Studies	MS Human Development and Family Studies	12	3.7
Human Nutrition, Hospitality and Sport Management	Food and Nutrition	MS Human Nutrition	12	3.7
Human Nutrition, Hospitality and Sport Management	Hospitality Management	MS Hospitality Management	12	3.7
Human Nutrition, Hospitality and Sport Management	Sport Management	MS Hospitality Management	12	3.7
Human Nutrition, Hospitality and Sport Management	Hospitality Management	MS Sport Management	12	3.7
Human Nutrition, Hospitality and Sport Management	Sport Management	MS Sport Management	12	3.7
Information Systems, Statistics, and Management Science	Business Statistics	MS Applied Statistics	12	3.7
Information Systems, Statistics and Management Science	Mathematics (Mathematical Statistics and Optimization Concentration)	MS Applied Statistics	12	3.7
Information Systems, Statistics and Management Science	Management Information Systems	MS Management Information Systems	12	3.7
Information Systems, Statistics and Management Science	Operations Management	MS Operations Management	12	3.7

Journalism and Creative Media	Creative Media	MA Journalism & Media Studies	12	3.7
Journalism and Creative Media	News Media	MA Journalism & Media Studies	12	3.7
Kinesiology	Kinesiology (Exercise Science Concentration)	MA Kinesiology	12	3.7 (Must have taken or be enrolled in KIN 303)
Management	Management	MA Management	12	3.7
Marketing	Marketing	MS Marketing	12	3.7
Mathematics	Mathematics	MA Mathematics	12	3.75
Mechanical Engineering	Aerospace Engineering and Mechanics	MS Mechanical Engineering	6	3.7
Mechanical Engineering	Mechanical Engineering	MS Mechanical Engineering	9	3.7
Mechanical Engineering	Mechanical Engineering	PhD Mechanical Engineering	9	3.7
Metallurgical and Materials Engineering	Metallurgical Engineering	MS Metallurgical Engineering	9	3.7
Modern Languages and Classics	Foreign Languages and Literature (German Track)	MA German	12	3.7
Modern Languages and Classics	Foreign Languages and Literature (French Track)	MA Romance Languages - French	12	3.7
Modern Languages and Classics	Spanish	MA Romance Languages - Spanish	12	3.7
Physics and Astronomy	Physics	MS Physics	12	3.75
Political Science	International Studies	MA Political Science	12	3.75
Political Science	International Studies	MPA Public Administrator	12	3.75
Political Science	Political Science	MA Political Science	12	3.75
Political Science	Political Science	MPA Public Administrator	12	3.75
Religious Studies	Religious Studies	MA Religion in Culture	12	3.7

Admission Criteria

Graduate programs make admission recommendations based on a composite of qualitative and quantitative information that may include, but is not limited to, the following: the applicant's statement of purpose, letters of recommendation, the academic standing of the student in the program(s) in which the applicant has studied, relevant professional and research activities and achievements, admission test scores, previous grades, and the recommendation of the faculty and professionals in the area to which the applicant is seeking admission. Please see the Application (p. 14) section of this catalog for more details. Each application is considered in the context of other applications to the same area, with due consideration given to the availability of space in the program at the time the student applies, the need to maintain a pool of students of superior potential, and other goals of the program. A program may set higher admission standards than the Graduate School minimums. Not every student whose credentials meet stated quantitative standards is admitted.

Applicants are admitted to a specific program of study as specified in the admission letter. A request for a change of program, deferral of admission semester, or continuation beyond an original purpose is viewed as a new application and is subject to current procedures and standards. Admission is valid for 12 months after the requested entrance date. Applicants must seek approval if they wish to change the entrance date initially requested on their application. A change of start date can be requested once during the 12 month period. International applicants requesting a change in their entrance date should also be aware that their English language proficiency scores must be less than two years old at the time of deferral.

A person who will hold a bachelor's degree (or international equivalent) from an accredited institution at the time of initial enrollment is eligible for consideration for admission to the Graduate School at The University of Alabama. Students who have been determined as exceptional may start a graduate program in their senior year if: 1) they are part of a UA program (e.g., AMP, Path to the MBA) that identifies exceptional undergraduates (once admitted, an AMP student may apply to a graduate certificate offered within their AMP department); or 2) they are part of a formal domestic or international agreement (e.g., a 3+2 agreement). The undergraduate path of study must have been approved by the graduate program, and the students must have been identified by UA faculty as being capable of starting a graduate degree early. Students enrolled at the University as part of a formal agreement with an external domestic or international university must receive their bachelor's degree from their home institution by the end of their first full year at UA. If this is not achieved, they will be dropped from the master's degree program.

Admission requirements are subject to change without prior notice. Being admitted to a graduate program does not mean that each course required in the student's program of study will be available each semester or in a specific semester.

Applicants who are denied admission may appeal this decision. The appeal must be submitted via email to the Dean of the Graduate School. The appeal will be reviewed by a committee comprising the Dean of the Graduate School, the Associate Dean for Admissions, Recruitment and Fellowships, the Director of Graduate Admissions, and the Chair of the department in which the program is hosted.

Interested persons with restrictions that prevent the use of our online application should contact The University of Alabama Graduate School.

The dean of the Graduate School is the only person authorized to waive any requirement, admit applicants to the Graduate School, or otherwise notify applicants of the disposition of their applications.

Certificate Programs

Current UA graduate students, or prospective students, may, if admitted, enroll in a certificate program within their major or in another field. Please see the Application (p. 14) page and program list for the admissions and curricular requirements for each certificate.

Current UA undergraduate students enrolled in an Accelerated Master's Program (AMP) may apply for admission to a graduate certificate program offered within their AMP department. The graduate certificate can only be conferred concurrently with or subsequent to the conferral of the bachelor's degree.

Some graduate certificate programs do require the completion of a Master's degree prior to beginning the certificate program. Please see the Application (p. 14) page and program list for the admissions and curricular requirements for each certificate.

Students who are enrolled in a certificate program and not in a master's, doctoral, or Educational Specialist program will be classified as non-degree students.

Non-Degree Admission

An individual who is interested in enrolling solely for the purpose of taking graduate-level classes, may be admitted with the recommendation of the program in which the courses are offered. Please see the Application (p. 14) page for admission requirements.

For students classified as non-degree (admitted only for the purpose of taking graduate-level classes), departments may set restrictions on the number or type of classes in which the student may enroll, may limit enrollment to one semester only, or may prohibit admission. Individuals enrolled solely as non-degree students cannot register for more than 12 hours without providing written verification to the Graduate School that they do not plan to pursue graduate degrees at the University. No more than 12 semester hours of coursework taken solely as a non-degree student can be applied to degree or certificate credit. Application of any non-degree credit toward a graduate degree or certificate will be contingent upon an evaluation made after the student has been admitted to the Graduate School to pursue a degree program. Responsibility rests with the student to observe the limitations imposed on credit hours, coursework, and transfer of credit.

Irregular Postgraduate (IPG) Admission

A person who applies but is not admitted to the Graduate School may seek admission as an irregular postgraduate (IPG) student through undergraduate admission, for the purpose of attempting to qualify for admission to the Graduate School.

Application Limits and Enrollment Limits

See the Application (p. 14) section of the Graduate Catalog for limits on the number of concurrent applications and program enrollments.

Regular Admission

An applicant who submits the required application materials as listed in the Application (p. 14) section of this catalog and whose credentials meet the following minimum requirement(s) may be considered for regular admission:

1. **Grade Point Average (GPA):** The applicant must have an undergraduate degree GPA of 3.0 (or equivalent) overall, or 3.0

(or equivalent) for a completed graduate degree program. Some programs may set higher standards.

If required by the program, the applicant must also have

2. **Entrance exam:** Minimum entrance exam score (GRE, GMAT, GMAT Focus Edition, or MCAT) requirements are listed in the program-specific pages of this catalog. Entrance exam scores must be less than five years old at the time of application. The purpose of an entrance exam is to provide one measure of an applicant's potential for success at the graduate level. Programs may consider waiving this requirement if there are other measures that can be used in place of the entrance exam score. Examples include prior success at the graduate level or extensive work experience in a field related to the graduate degree.

Exceptions to Admissions Policy

For applicants in particular circumstances, additional conditions may be added to a letter of admission. In such cases, all conditions must be met within the stated time limit, or the student will not receive permission to continue in their graduate program, and will be dropped from the program.

In addition, under exceptional circumstances, applicants may be considered for admission if they do not meet the requirements for regular admission. If such applicants are admitted, they will need to obtain **permission to continue** in the program, after the first 12 semester hours of graduate-level work have been completed. Permission to continue is earned by achieving a GPA of "B" or better (3.0) in the first 12 semester hours. If the 12 hours are completed in a term in which the total credits exceed 12, the evaluation is made on the basis of all graduate-level work completed at the end of that term of enrollment. Students who do not meet this requirement will not receive permission to continue in their graduate program, and will be dropped from the program.

If a program requires an entrance exam and the applicant meets neither the GPA or entrance exam score requirement, a department must submit a written justification to the Graduate School that includes the following: 1) Compelling evidence indicating the applicant's ability to be successful in a graduate program (this might include, for example, several years of experience in the professional field with a record of excellence, or prior experience by the departmental faculty with the applicant); 2) A list of conditions for permission to continue (beyond the minimum stipulations outlined above for admission with **permission to continue**); 3) A plan to complete all conditions within the first year of graduate work; and 4) a mentoring plan to ensure the student's success. The justification will be reviewed by the Dean of the Graduate School or their designee prior to an admission decision. To receive permission to continue, students must meet all conditions as defined in the letter of admission from the Graduate School.

Admission of International Students

Applicants who are citizens of countries other than the United States are welcome at The University of Alabama. The fall semester begins in August and is considered the beginning of the academic year, and international students are strongly advised to plan to begin their studies then. Many of our departments and programs will consider applications for the spring semester, which starts in January, but fewer openings for new students are available at that time.

Each international applicant must, at the time of initial enrollment, hold the equivalent of a U.S. four-year bachelor's degree from an accredited institution to be eligible for graduate admission. Bachelor degrees from

Bologna Accord-certified institutions and many other three-year degree programs, are considered to meet this criterion.

Non-native speakers are required to submit TOEFL iBT, IELTS, DET, or PTE scores unless they meet at least one of the following criteria: 1) at the time of initial enrollment, they will hold a degree from a U.S. institution or an institution in one of the English speaking countries or regions listed below; 2) at the time of initial enrollment, they will have been enrolled in coursework for at least two years at a U.S. institution or an institution in one of the English-speaking countries or regions listed below; 3) they are a citizen or legal resident of one of the English-speaking countries or regions listed below. The minimum score for admission to a degree program or for nondegree admission is 79 on the TOEFL iBT, 6.5 on the IELTS, 110 on the DET, or 59 on the PTE. In regions where the TOEFL iBT is not available, the TOEFL Paper Based Test (PBT) may be accepted. The minimum TOEFL PBT score for admission to a degree program or for non-degree admission is 59. TOEFL iBT, IELTS, DET, or PTE scores must be less than two years old at the time of the application. Applicants to College of Education programs at international off-campus sites who are K-12 teachers employed at international schools, are exempted from tests of English proficiency.

Upon demonstrating available financial resources for the first year of study at The University of Alabama, admitted international applicants will receive an immigration document (usually Form I-20 or DS-2019) to be used in the visa application process.

New international students must complete the orientation offered by the Office of International Student and Scholar Services on arrival in Tuscaloosa.

International students who are offered graduate assistantships are limited to a maximum 0.50 FTE (half-time, 20 hours/week) assistantship. In most cases, additional employment outside the University is not permitted. Please visit the Office of International Student and Scholar Services for more information

English-Speaking Countries or Regions

American Samoa
 Anguilla
 Antigua
 Australia
 Bahamas
 Barbados
 Bermuda
 Belize
 Botswana
 British Virgin Islands
 Canada (except Quebec)
 Cayman Islands
 Christmas Islands
 Cook Islands
 Dominica
 Falkland Islands
 Federated States of Micronesia
 Fiji

Gibraltar
 The Gambia
 Guyana
 Ghana
 Grenada
 Guam
 Hong Kong
 Ireland
 Jamaica
 Kenya
 Kiribati
 Lesotho
 Liberia
 Malawi
 Malta
 Marshall Islands
 Mauritius
 Montserrat
 Namibia
 Nauru
 New Zealand
 Nigeria
 Niue
 Norfolk Island
 Northern Mariana Islands
 Palau
 Papua New Guinea
 Pitcairn Islands
 Saint Helena
 Saint Kitts and Nevis
 Saint Lucia
 Saint Vincent and the Grenadines
 Samoa
 Sandwich Islands
 Sierra Leone
 Singapore
 Solomon Islands
 South Africa (English-speaking, i.e. not Afrikaans)
 South Georgia Islands
 Swaziland
 Tanzania
 Tonga

Trinidad and Tobago
 Turks and Caicos Islands
 Tuvalu
 Uganda
 United States
 United Kingdom
 US Virgin Islands (St. Thomas, St. Croix, St. John)
 Zambia
 Zimbabwe

Conditional Language Admission and the Pathway to UA Program for International Graduate Students

International graduate applicants to The University of Alabama may be considered for conditional language admission if they do not meet the minimum English proficiency test score requirements listed above. Applicants should indicate on their application if they wish to be considered for conditional language admission. Conditionally admitted students who have not yet met their conditions for admission are not permitted to hold state funded assistantships or fellowships.

Students admitted with conditional language admission are required to take classes in the English Language Institute (ELI) as a condition of moving into full-time academic classes. Students with an English language proficiency test score of 61-78 on the TOEFL iBT, 5.5-6.0 on the IELTS, 100-105 on the DET, or 44-58 on the PTE have the option of applying to the graduate Pathway to UA program. The Pathway to UA program permits students in participating departments to take classes toward their graduate degree while taking ELI classes. Students scoring below these thresholds must start in full-time ELI classes before progressing to the Pathway to UA program. As their English skills will not be reflective of their academic potential, conditionally admitted students are exempt from the admission test score (e.g. GRE/GMAT/MCAT) requirements at the time of admission.

Pathway to UA Students

Depending on their English language test score, Pathway to UA students take a combination of ELI courses and graduate-level courses in their discipline (see table below). In order to meet the conditions of admission, students must complete ELI classes with a minimum GPA of 3.0 in the advanced levels (Levels 5 and 6) and graduate-level courses in their discipline with an overall GPA of at least 3.0. A student who does not meet the Pathway to UA requirements in 2 semesters (not including summer) will not be permitted to continue at The University of Alabama.

Tier 1: Pathway students with a TOEFL iBT of 70-78, IELTS of 6.0, DET of 105, or a PTE of 49-53 will be initially placed in ELI level 6. Tier 1 students will spend one semester in the pathway (taking 6 credits of ELI classes and 6 credits towards the student's degree program). Upon passing tier 1 as described in the paragraph above, students proceed to full-time study in their degree program. Such students will be required to take an admission test (e.g. GRE/GMAT/MCAT) before proceeding to graduate classes if this is required for regular admission.

Tier 2: Pathway students with a TOEFL iBT of 61-69, IELTS of 5.5, DET of 95, or a PTE of 44-48 will be initially placed in ELI level 5. Tier 2 pathway students will spend two semesters in the pathway. In semester 1 they will take 9 credits of ELI classes and 3 credits towards the student's degree program. Upon passing their first semester, tier 2 pathway students will progress to tier 1.

Non-Pathway Students

Conditionally admitted students who do not initially qualify for the Pathway to UA program (either based on English language test score or non-participation by their department) must enroll full-time in ELI classes. For departments participating in the Pathway to UA program, non-pathway students enter the Pathway to UA program on completion of ELI Level 4 classes with a GPA of at least 3.0. Students from departments not participating in the Pathway to UA program take only ELI classes until such time as they complete the ELI program of study with a minimum GPA of 3.0 in the advanced levels (Levels 4, 5, and 6) and/or meet the English test score requirements for regular admission. Such students will be required to take an admission test (e.g. GRE/GMAT/MCAT) before proceeding to graduate classes if this is required for regular admission.

English Language Institute

The University of Alabama offers intensive English language instruction to prepare students for further academic study at colleges and universities in the United States. In addition, through the English Language Institute, the University offers the International Teaching Assistant Program (ITAP), a program that all graduate assistants with any teaching or instructional activities who are non-native speakers of English must successfully complete before they are allowed to teach. Students are registered for the ITAP by their departments. For information about these programs please visit the English Language Institute webpage.

The Accelerated Master's Program (AMP)

UA juniors and seniors interested in the Accelerated Master's Program (AMP) should contact their department (typically their undergraduate or graduate program director) to inquire about AMP. Applications to AMP are submitted through the Graduate School online application. Additional information regarding AMP (p. 7) is located in the Graduate Catalog.

Readmission

If a student applies but does not complete any coursework within 12 months of the requested entrance date, they must reapply for admission. Students initially enrolled in classwork but who have not registered for classes in their program for three years must reapply to their program. Applicants for readmission must meet all admission requirements. Acceptance of the application for readmission is not guaranteed. Continuity of financial support is also not guaranteed.

Students seeking readmission after dismissal from the Graduate School should consult the Grades and Academic Standing (p. 28) section in the Graduate Catalog.

Readmission of Service Members

The University complies with laws concerning readmission of service members.

A student who has been admitted to or enrolled in The University of Alabama Graduate School may ask for a military leave to fulfill a U.S. military obligation. The student should notify the dean of the Graduate School of a call to military service and provide documentation. Upon return from military service, the student also should notify the dean of the Graduate School of the intent to return to graduate school and provide documentation of honorable discharge.

A student called to active military duty, unless dishonorably discharged, and eligible for readmission as defined by law, will receive an extension of the degree time limit equal to the term of eligible service, with a cap on the number of years in the extension. The extension is subject to the five-year limit as applicable to readmission provisions in the Higher Education

Opportunity Act of 2008 (Section 484C of the HEA) and implementing regulations in 34 CFR Section 668.18.

Readmission Fresh Start

The Academic Fresh Start Policy is for former University of Alabama graduate students whose prior performance in graduate-level classes may not be reflective of their current potential. Students who meet the following conditions may be eligible to apply for re-admission and request an Academic Fresh Start if they meet the following qualifications:

1. Cumulative University of Alabama graduate GPA below 3.0.
2. Not enrolled in University of Alabama graduate classes for at least 36 consecutive months prior to the start of the intended first semester in the graduate program.

If students are granted admission under the Academic Fresh Start policy, whether to a new program or to the program where they had previously been enrolled, only their grades and credits earned after their readmission will be counted towards degree completion (with the exception of any credit hours applied toward an existing degree, certificate, or credential). All previous graduate academic work at The University of Alabama (including previously accrued transfer credit) will not be included in calculations regarding academic standing, grade-point-average, earned hours, or eligibility for graduation. Revalidation of credits may not be used if a student is granted Academic Fresh Start.

The Academic Fresh Start policy does not remove evidence/documentation of the student's overall academic history at the university such as grades previously received, even if a course is repeated in the process of Academic Fresh Start. All prior work will appear on the student's transcript, but only the courses attempted following readmission will be applied to the degree requirements and calculation of the graduate grade point average.

Students may be admitted under the Academic Fresh Start policy only once in their UA academic career.

Students are responsible for satisfying all degree requirements for the new admission. To satisfy requirements for courses that were successfully taken during the first attempt, students have the following two options:

- Repeat the courses to fulfill the requirements; or
- Request to enroll in other courses to fulfill the requirements, subject to approval by the director of the graduate program.

Students seeking admission under the Academic Fresh Start policy must submit the Academic Fresh Start form concurrently with their application to the Graduate School. As requested on this form, students must explain the factors that resulted in the low GPA in previous graduate classes, and provide a detailed plan explaining how those factors will be addressed in their planned graduate studies. As part of the application, the Graduate School will request a letter from the department chair or graduate program director in support of Academic Fresh Start for the student, which confirms intent to admit the student to the graduate program. Applicants admitted under Academic Fresh Start are admitted with the designation "permission to continue" whereby they must earn an overall graduate GPA of 3.0 or better in their first 12 hours of coursework. If students were previously dismissed from The University of Alabama for academic misconduct, the Graduate School will also request a letter of support from the academic dean (or designee) for the school or college in which the Academic Fresh Start is sought. Admission under the Academic Fresh Start policy is not guaranteed and must be approved by the Dean of the Graduate School. If approved, the changes to the

graduate transcript will be reflected once the student has fulfilled the 12-hour obligation with a GPA of 3.0 or better.

Graduate Admission and Internal Degree Candidacy for UA Faculty

Faculty who wish to take occasional graduate courses must register for these courses after admission to the Graduate School on a non-degree-seeking basis. To maintain university accountability, regular full-time faculty seeking admission as a degree-seeking graduate student must seek approval from their department chair and dean (which should not be unreasonably withheld), as well as the approvals required for other applicants to the same program. See the UA Faculty Handbook for details.

Application

Required Application Materials

For an applicant to be considered for admission, the materials listed below must be submitted through the Graduate School online application. To ensure that no materials are missing, applicants should periodically check the status of their application online. Application may be made to only two degree programs at a time. The application fee is \$65 for U.S. citizens and permanent residents and \$80 for international applicants. Application fees are non-refundable.

All applicants, unless otherwise noted in this catalog, must hold a bachelor's degree or equivalent from an accredited institution at the time of initial enrollment. In addition, the following minimum requirements must be met:

Degree-Seeking Applicants

All degree-seeking applicants must submit the following materials to the Graduate School using the online application:

- Statement of purpose (or program equivalent).
- One unofficial transcript from each U.S. or international institution of higher education (including community colleges) at which 15 or more credit hours have been completed. If the applicant is admitted, they will not be permitted to register for classes until the Graduate School receives **official** copies submitted directly by the issuing institution. If a transcript is in a language other than English, a translation must be submitted in the application portal.
- English proficiency exam score test results (if required for international applicants).

If required by individual programs as described in the Graduate Catalog, the following must also be submitted:

- Official or unofficial admissions test scores that are less than five years old at the time of admission. If unofficial test scores were submitted during the application process, official scores must be sent directly from the testing agency on admission.
- Letters of recommendation (usually three).
- Additional application materials (e.g., portfolios, writing samples, responses to essay questions, videos, etc.) as described in program catalog page.

Certificate and Non-degree Applicants

All non-degree and certificate applicants must submit the following materials to the Graduate School using the online application:

- One unofficial transcript from each U.S. or international institution of higher education (including community colleges) at which 15 or more

credit hours have been completed. If the applicant is admitted, they will not be permitted to register for classes until the Graduate School receives **official** copies submitted directly by the issuing institution. If a transcript is in a language other than English, a translation must be submitted in the application portal.

- English proficiency exam score test results if required for international applicants.

Additional application materials may be required by individual programs as described in the Graduate Catalog.

Application Deadlines

Most programs have established application deadlines. Please check program websites for details. In the absence of a posted deadline, applications should be completed at least six weeks before the desired date of registration. International applicants should complete their application as early as possible to allow time for the student visa application process. Deadlines for submitting applications are subject to change.

Application Limits

An applicant may apply to only two programs at a time. The application to each program will be considered separately.

Program Enrollment Limits

A student may pursue up to three graduate degree programs at a time. Students enrolled in one graduate degree program may pursue a maximum of two certificates concurrently. Students enrolled in two graduate degree programs may pursue one certificate concurrently. See Degree Requirements (p. 15) for additional information.

Individuals enrolled as non-degree students may pursue no more than three certificate programs simultaneously.

Alabama Residency Status

Questions regarding resident and nonresident status should be directed to the Office of the University Registrar.

Immunizations

New Tuscaloosa campus students who were born after January 1957 are required to provide proof of immunization against measles, mumps, and rubella (MMR) and other diseases before being officially enrolled at The University of Alabama. For students without proof of all required immunizations, the Student Health Center may block registration.

Course-Numbering System

All courses taken for graduate-level credit must be taught by a member of the Graduate faculty.

Courses numbered 400–499 are primarily for advanced undergraduate students. Courses numbered 500–599 are primarily at the master's level. Courses numbered 600–799 are primarily at the doctoral level.

As noted in the section on "400-Level Courses for Master's Credit," a maximum of six semester hours of 400-level course credit may be accepted for a master's degree program if approval has been obtained from the department and the Graduate School in the semester **prior to taking the 400-level coursework**.

Graduate courses may be cross-listed in accordance with the University's Cross-Listing Guidelines.

Degree Requirements

The Graduate School reserves the right to change any provision or requirement at any time in order to fulfill its educational mission and exercise its educational responsibility. Refer to the Graduate School catalog and department website for all master's and doctoral degree program requirements and the academic forms needed for degree completion.

The general requirements for advanced degrees are set out under the tabs above. Special divisional (i.e., college and school) and departmental requirements are given in the sections dealing with the respective divisions and departments. Each student must assume full responsibility for understanding both the general and special requirements of the division and department in which the student pursues his or her major work.

Certificates and Micro-Certificates

A Graduate Certificate/Micro-Certificate is a post-bachelor's or post-master's credential that allows students to gain specialized knowledge and/or skills in a particular field. Unless otherwise specified, all of the policies below apply to both certificates and micro-certificates.

New certificates and micro-certificates must be formally approved in accordance with the university approval process for new programs. Changes to an existing certificate or micro-certificate must go through the College/School curriculum approval process. Only formally approved certificates and micro-certificates will appear in the UA Catalog.

Admission

Please see the Admission Criteria (p. 10) and Application (p. 14) catalog pages for details

Graduate-Level Coursework Requirements

A graduate certificate requires a minimum of 12 and a maximum of 21 hours of graduate-level coursework. For specific requirements, see the Graduate Catalog section for the particular certificate.

A Graduate Micro-Certificate requires a minimum of 6 and a maximum of 11 hours of graduate-level coursework. For specific requirements, see the Graduate Catalog section for the particular micro-certificate.

Graduate Certificate/Micro-Certificate courses must be numbered at the 500-level or above. A certificate may include courses that are part of an existing graduate degree program or courses created specifically for a certificate.

Graduate Credit

A minimum cumulative graduate GPA of B (3.0 on a 4.0-point scale) is required for the conferral of a graduate certificate. See the "Scholastic Requirements" subheading in the 'Grades and Academic Standing' section of the Graduate Catalog for details.

Previously earned graduate credits from UA may be applied to a certificate, if allowed by the academic unit offering the certificate program, and in accordance with the time limit requirements for graduate courses to be applied to a degree or other credential.

Graduate Credit for Noncredit Experiences

UA does not offer graduate credit for noncredit workshops, seminars, continuing education experiences, professional development, internships, work/life experience, or other non-credit-bearing experiences.

Double Counting Courses toward Multiple Programs

Credits earned toward a graduate certificate may also be applied to a master's or doctoral degree if allowed by the academic unit offering the degree program and in accordance with the time limit requirements for graduate courses to be applied to a degree or other credential.

Credits earned toward a master's or doctoral degree may be applied toward a certificate if allowed by the academic unit offering the certificate and in accordance with the time limit requirements for graduate courses to be applied to a degree or other credential.

Students may only share three hours of coursework between two certificates. A course may only be used twice to complete the requirements for any graduate credential.

Transfer of Credit

No more than 6 credit hours may be transferred from another institution to satisfy requirements toward a Graduate Certificate. Credit transferred must be earned at an accredited institution, meet the required time limits policy, be approved by the academic unit offering the certificate program, and be submitted to the Dean of the Graduate School for final approval.

No courses may be transferred from another institution to satisfy requirements toward a graduate micro-certificate.

Time Limit

All requirements for a certificate must be completed during the six years immediately preceding the date on which the credential is to be awarded. There is no provision for an extension of the time limit beyond six years for students enrolled in a graduate certificate program.

Awarding of a Graduate Certificate

Graduate students will be eligible for the awarding of a graduate certificate when all required coursework has been successfully completed and all requirements of the Graduate School have been met. For undergraduate students participating in the Accelerated Master's Program (AMP), the graduate certificate can only be conferred concurrently with or subsequent to the conferral of the bachelor's degree. See the "Registration and Assistantships" section of the Graduate Catalog for details. Certificate conferral is noted on the student's transcript, but does not involve a printed diploma or participation in Commencement activities.

Master's Degrees

The primary purpose of master's degree programs is to provide students with subject matter at an advanced level in their fields of study. Master's degrees are designed to assist students either to continue their graduate studies or to meet the goals of their professions. In most cases, master's programs also help students become familiar with methods of independent investigation.

Program Requirements

Two plans are offered for the master's degree:

Plan I. Candidates for the master's degree under Plan I must earn a minimum of 24 semester hours of credit in coursework plus earn a minimum of 6 additional hours of thesis research hours, for a total of 30 hours.

Plan II. Candidates for the master's degree under Plan II must earn a minimum of 30 semester hours of coursework credit and pass the comprehensive examination or complete a culminating or "capstone experience" as described under the Comprehensive Examinations section below.

Both plans require a minimum of 18 semester hours in the major subject.

With the approval of the major department, the remainder of the coursework may be completed in either the major or a related field.

In some divisions and in many departments of the University, candidates are required to do their work under Plan I. Candidates working under Plan II may be required to participate successfully in seminar or problem courses that will give them an acquaintance with the methods of research and an appreciation of the place and function of original investigation in the field.

Residency Requirements

A student's program at the master's level must provide sufficient association with the resident faculty to permit individual evaluation of the student's capabilities and achievements.

Graduate Credit

A student must be admitted to the Graduate School and must register as a graduate student in order to receive graduate credit. Approval for graduate registration must be obtained from program advisors prior to registration.

Graduate Credit for Noncredit Experiences

All course credit used toward a UA graduate degree must be taught at the graduate level. No graduate credit may be earned for experiential learning not conducted under the direct supervision of graduate faculty of The University of Alabama. UA does not offer graduate credit for noncredit workshops, seminars, continuing education experiences, professional development, internships, work/life experience, and so forth.

Transfer of Credit

Courses of full graduate-level credit earned in an accredited institution where a student was enrolled in the graduate school, may be submitted for review for inclusion in a master's degree program. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama. Acceptance of credit requires the approval of the student's advisory committee and the dean of the Graduate School.

A student initiates the Request for Transfer of Graduate Credit form and must ensure that the Graduate School receives an official transcript from the outside institution. This should be done well in advance of the final semester, otherwise it may delay graduation and awarding of the degree.

With the approval of the student's department and the dean of the Graduate School, the greater of 12 hours or 25 percent of the required coursework for a master's degree may be transferred from an outside institution. Some master's degree programs allow fewer hours to be transferred. Be sure to check with your department's graduate program director regarding your department's transfer policy. Eligible coursework will have been earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA master's program. Only courses in which a student earned a "B" grade or better may be transferred. Thesis Research (599) may not be transferred in from an outside institution. If approved, such coursework can be counted toward the minimum hours and coursework requirements for the master's degree.

In some cases, foreign educational credentials may not meet the Graduate School's criteria for transfer of credit. It may be necessary for students in this situation to secure an evaluation of their credentials from World Education Services Inc. (WES), an external foreign credential evaluation service. Additional information on their services can be found at their website.

400-Level Courses

A maximum of 6 semester hours of 400-level course credit may be accepted for graduate credit and used toward a master's degree. The department needs to submit the Approval of 400-Level Course Work for Master's Credit form through the UA DocuSign system in myBama. This form must be submitted for approval to the Graduate School by the last day to add a course for the semester in which the course will be taken.

Time Limit

All requirements for the master's degree must be completed during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded. Previously approved transferred coursework that falls within six years of *admission* to the master's degree program can be counted toward the minimum hours requirement. There is no provision for an extension of the time limit beyond six years for master's students.

Revalidation of Expired Credits

There may be particular and limited instances where a student is re-admitted to a graduate program, and revalidation of expired credits is justified. In such cases, where the department and Graduate School feel it is appropriate to do so, the student may work with the graduate program director to petition for such revalidation, on a course-by-course basis. For each course for which revalidation is requested, the student must demonstrate, to the department's satisfaction, that the knowledge and skills gained in that course are still current. Currency will be evaluated by a committee of faculty, composed of at least three graduate faculty members within the degree program to which the student is requesting re-admission, and two from a separate department.

The committee will then issue a recommendation to the dean of the Graduate School, who will rule on the petition.

Some methods for demonstrating currency may include but are not limited to 1) a professional portfolio; 2) an exam or essay linked to each course and demonstrating up-to-date knowledge; 3) a re-take of the comprehensive exams under current program guidelines, and/or 4) other methods deemed appropriate by the committee.

Students may request revalidation of up to 50% of the required minimum coursework for their degree. Credits earned from an institution other than The University of Alabama may not be revalidated.

Consideration of revalidation, and a plan of study based on the demonstration-of-currency and other remaining requirements, must be completed as part of the student's re-admission to the Graduate School. Revalidation of credits is not guaranteed. From the time of re-admission, students must complete the degree within the standard time limit, as specified in the Graduate Catalog at the time of the student's re-admission.

Thesis

A thesis evidencing research capacity, independent thought, and the ability to interpret materials is required of all master's degree candidates who pursue Plan I. The subject chosen must be in the major field and must be approved by the student's thesis committee chair. The committee must be formally established via a process initiated by the student and requiring the consent of each committee member, followed by final approval by the Graduate School reviewing for compliance with the regulations outlined below. Students initiate this process via their Graduate Student Portal.

Individual departments may have policies or guidelines related to whether sections of the thesis may be included if they have been previously published elsewhere. Copyright issues also may arise if sections of the

dissertation have been previously published. Therefore, students who are considering the submission of thesis-related chapters/articles for publication prior to their dissertation defense should consult with their advisor, and also with potential publication outlets, before submitting any thesis-related manuscript for publication.

All parts of the thesis must conform to the provisions set forth on the Graduate School page, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email t (gradschool@ua.edu) the Graduate School before beginning their work if they have questions concerning specific problems or deviations from traditional procedure.

A thesis committee must consist of at least three members appointed to the Graduate Faculty by the dean of the Graduate School. All members of a thesis committee must be members of the Graduate Faculty. The Committee Chair must be a Full or Associate member of the Graduate Faculty in the department where the degree is housed (see the Graduate Faculty section of the Catalog for details about appointments in multiple departments). One committee member must be from outside the student's major department. The majority of the thesis committee must be full-time regular University of Alabama faculty. If the outside member is not already a member of the UA Graduate Faculty (e.g., they may be a highly qualified person from another university, a business, or industry), the graduate dean needs to appoint that member by approving Affiliate Graduate Faculty status for the specific purpose of serving on the student's thesis committee. For multi-campus master's programs, unless otherwise defined in their agreements, the Committee Chair of a University of Alabama master's student must be a Full or Associate member of the Graduate Faculty in the University of Alabama department where the degree is housed.

The candidate must give members of the examining committee a minimum of two weeks to read the thesis before the date of the final oral examination. All members must agree that the student is ready for the final oral thesis defense. A final oral thesis defense is required of all students completing a thesis. See the "Final Thesis Defense" section below for further information.

In rare cases, a student may be unable to form a committee within their program or secure a thesis or dissertation chair. In these circumstances, the student's progress to date will be reviewed by the program's designated committee for such reviews. If the program does not have such a standing committee, the department chair will appoint an ad hoc committee of graduate faculty to review the student's progress to date.

This ad hoc committee will not work in the capacity of an advisory committee but will identify a path forward for the student, which shall include written expectations for progress and responsiveness to mentorship. The expectations and timeline must be agreed upon by a majority of the committee members, and all of the expectations must be shared in writing with the student.

In the context of these written expectations, the student will then have the subsequent semester to secure the support of an advisor, form a committee, and meet the written expectations of the ad hoc committee. The ad hoc committee will reconvene at the end of that semester to evaluate the student's progress in meeting these three milestones. If the student does not meet the outlined expectations, the student will be dismissed from the program based on lack of progress.

Protection of Human Subjects for Research

Scientific research involving human subjects has produced substantial benefits for society, but it also can pose troubling ethical questions. The mission of the University's Institutional Review Board (IRB) for Protection

of Human Subjects is to ensure that research involving human subjects is conducted ethically. University and federal policies require that review and approval to use human subjects in research precede the research.

In the case of thesis research that involves the use of human subjects in any way, the principal investigator is responsible for contacting the college Human Research Review Committee to obtain approval for the planned research.

Final Thesis Defense

The final oral thesis defense is the culminating experience in the master's program. As such, all members of the thesis committee are expected to attend and participate in real-time. The thesis must comply with the Graduate School's formatting and style guidelines.

Following a successful thesis defense, any edits agreed upon during the defense must be incorporated into the manuscript, and the Thesis Committee Chair must approve the final manuscript. After a careful review to ensure that the manuscript adheres to the Graduate School's formatting guidelines, the candidate must submit the completed and approved manuscript to the Graduate School for final approval, address any remaining edits, and initiate the upload process for archiving the manuscript in the national dissertation repository, ProQuest. "Completed" means submitted to ProQuest after being successfully defended, carefully edited following the defense meeting, and having the Committee Acceptance Form (CAF) signed by all committee members, the department chairperson, and the graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. A thesis will not be reviewed for final formatting approval until a completed Committee Acceptance form has been received by the Graduate School.

See the Registration & Assistantships section of the Graduate Catalog for policies regarding registration requirements during the semester of the thesis defense. Generally speaking, graduate programs may allow students to schedule thesis defenses at any time that is mutually agreed upon by the student and the committee. However, defenses should not be scheduled when University offices are closed, as specified in the Academic Calendar. When University offices are open, nine-month faculty may opt to participate in defenses during summer or interim sessions but are not required to do so.

A student may defend their thesis only twice. Failing the oral and/or written examination twice results in dismissal from the degree program and the Graduate School.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the Graduate School's Thesis and Dissertation page for details of ETD submission, including information on what needs to be submitted to the Graduate School. The graduate dean must approve the thesis before the student can be cleared for graduation.

Virtual Participation in Committee-Based Exams/Defenses

All members of a student's graduate committee are expected to attend and participate, usually in person, in any oral examination as part of the student's graduate (Master's or Doctoral) degree program. Traditionally, oral examinations are conducted with the student meeting their committee while gathered in one physical location on campus. However, the need occasionally arises for virtual participation in the oral examination.

If a department or program chooses to allow virtual participation in oral examinations, they must ensure adherence to the following technical requirements. Departments or programs may enforce stricter guidelines

than those outlined, including an on-campus-only policy if deemed necessary and appropriate.

Technical Requirements

In cases where departments or programs allow any level of virtual participation, from one virtual member to a fully virtual event, they must adhere to the following requirements:

1. Prior to any oral exam, the student and Committee Chair coordinate with other committee members regarding the protocol for the exam.
2. All participants must join using university-adopted videoconferencing tools that allow for **fully interactive** audio and video communications along with screen-sharing capabilities, which must be maintained throughout the examination and any related discussion.
3. The use of audio-only communications is not permitted.
4. Participation merely by viewing a recording of the oral examination is specifically prohibited.
5. All members of the committee, on- or off-site, must participate in the final evaluation of the examination or defense; provisions must be made to record their votes and collect their signatures as necessary using the digital signature system approved by the Graduate School.
6. The Committee Chair, or another non-student designee, shall be the host of the virtual meeting. A co-host may be assigned so that the event will not be interrupted by technical difficulties. The host should mute all participants (or ask participants to mute themselves) and ask the student to share their screen, if a presentation is involved, in order to make the presentation visible to all attendees. The host must also ensure that appropriate security precautions are taken to prevent the interruption of the event.
7. Following the public portion of the defense, the host shall ask all non-committee members to leave the meeting, or the host may manually remove them. In programs where the defense has both a public and a private portion, the committee may then continue the event as outlined in their program protocols.
8. Once the committee has completed the examination of the student, the host shall place the student into the waiting room (or have the committee members use a breakout room) so the committee can conduct their deliberations in private.

The committee chair must have a secondary videoconferencing system available as a back-up in the case of technical difficulties. Cancellation of the examination should only occur in the case where both the primary and secondary back-up systems fail. If an examination must be rescheduled, it will be done without prejudice to the student. Since committee deliberations are an essential aspect of the examination, completing the examination and final discussion via email or other non-audiovisual means is not an option. If the student or any committee member(s) have a disability that will be impacted by virtual participation, accommodations for participation must be provided.

Comprehensive Examinations and Culminating Experiences

In addition to the regular course examinations, all master's candidates must receive a passing grade on a culminating experience (also known as an exit assessment) in which the student is expected to integrate prior learning. Each graduate program, with the approval of the Graduate Council, determines the most appropriate format. The culminating or capstone experience may consist of one or more of the following:

- a written and/or oral examination based on the content of the degree program;

- a thesis and final oral defense;
- a designated course (such as a capstone course) requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, a portfolio, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the culminating experience requirement is met with the first and/or second option above, then the examining committee for comprehensive examinations must consist of at least three members of the graduate faculty from that department and appointed by the dean of the Graduate School. The examination must be given at least six weeks before the date of graduation (two weeks before for Plan II) and reported promptly to the dean of the Graduate School on appropriate forms. A student may take the final oral or written examination only twice. Failing the examination twice results in dismissal from the degree program and the Graduate School.

If the culminating experience is met with one of the other options, programs may designate how many times the course or experience may be attempted. After the allowable number of attempts, a failing grade results in dismissal from the degree program and the graduate school.

Application for Graduation

Each candidate for a master's degree must submit an Application for Degree via myBama no later than the last day to add a course for the semester (or first term of the summer semester) in which requirements for the degree are to be completed. That specific date is published each semester at the Graduate School's website under Current Students/Deadlines for Graduate Students.

Second Master's Degree

Six (6) semester hours of eligible credit from one master's degree at The University of Alabama may be applied to the requirements for a second master's degree, but only if the department of the second master's agrees to the courses in the plan of study. Any hours from the previous master's degree must have been earned during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the second degree is to be awarded. ***Please note that if a student double counts six hours between two master's degrees, no hours may double count toward any additional master's degrees.

Educational Specialist Degrees

The Educational Specialist degree (EdS) is offered in some departments of the College of Education that offer doctoral degrees. Students interested in the EdS degree should contact the department involved regarding availability of the degree.

The EdS degree normally is granted at the end of the sixth year of collegiate study and falls in time between the master's degree and the doctorate, although it is not viewed as intermediate between the master's and doctoral degrees. In the College of Education, some EdS degrees lead to a teaching certification for P-12 education fields. In some teaching fields, the purpose of the degree is to prepare undergraduate-college teachers, especially those who will be employed in junior colleges, small private and state colleges, and the group of colleges labeled as "developing" institutions. The primary goals of the EdS degree are teaching and acquiring professional proficiency.

Because the purposes of the EdS degree may differ from those of either the EdD or PhD, credit earned in an EdS program is not automatically transferable to a doctoral program. Instead, if a holder of an EdS degree enters a doctoral program at a later date, the doctoral advisory committee will decide how much of the credit earned in the EdS program will be counted toward the doctorate.

Program Requirements

The EdS degree requires a minimum of 30 semester hours of study beyond the master's degree. (Students completing an EdS program and also expecting to receive an Alabama Class AA certificate for service in the public schools must complete a minimum of 30 semester hours and achieve a minimum 3.5 GPA on all work attempted.) Generally, the following requirements will hold for the degree:

- If a student enters a program with a master's degree in the same field, a minimum of 12 additional semester hours in the teaching field must be taken as part of the 30-hour total. Some departments may require more than these minimums.
- Since one of the goals of the EdS degree is to prepare undergraduate-college teachers, certain courses in higher education may be necessary, if required by the major department. A faculty advisor in the program in higher education administration will advise students on the appropriate courses to complete this requirement.
- Candidates for the EdS degree will be required to complete all coursework at the 500 and 600 levels.

Graduate Credit

A student must be admitted to the Graduate School and must register as a graduate student in order to receive graduate credit. Approval for graduate registration must be obtained from program advisors prior to registration.

Transfer of Credit

Courses of full graduate-level credit earned in an accredited institution where a student was enrolled in the graduate school may be submitted for review for inclusion in a degree program. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama. Acceptance of credit requires the approval of the student's advisory committee and the dean of the Graduate School. Credit will not be accepted for transfer from any institution at which the student failed to achieve a "B" average on all graduate work attempted. Only courses in which a student earned a "B" grade or better may be transferred.

In some cases, foreign educational credentials may not meet the Graduate School's criteria for transfer of credit. It may be necessary for students in this situation to secure an evaluation of their credentials from World Education Services Inc. (WES), an external foreign credential evaluation service. Additional information on their services can be found at their website.

A student initiates at the Graduate School's website a Request for Transfer of Graduate Credit earned at another institution. It is also the student's responsibility to assure that the Graduate School receives an official transcript of the credit concerned, well in advance of the final semester and typically before or at the time of advancement to candidacy.

The greater of 12 semester hours or 25 percent of appropriate post-master's-degree credit, earned through an accredited institution approved to offer graduate programs beyond the master's level in the field of study where the credits were earned, may be transferred to apply toward an EdS degree. To be considered for transfer, credit must have been completed

during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded.

Previous and appropriate post-master's-degree credit earned at The University of Alabama before a student applies for admission to the EdS program can be applied toward the EdS degree, provided it meets the program requirements of the particular department and the time limitation stated above.

Please note that some departments allow fewer than 9 hours of graduate transfer credit. Be sure to check with your department's graduate coordinator regarding your department's transfer policy.

Graduate Credit for Noncredit Experiences

All course credit used toward a UA graduate degree must be taught at the graduate level. No graduate credit may be earned by correspondence study or for experiential learning not conducted under the direct supervision of graduate faculty of The University of Alabama. UA does not offer graduate credit for noncredit workshops, seminars, continuing education experiences, professional development, internships, work/life experience and so forth.

A student in his or her last semester of work toward the master's degree who does not need a full course load to complete the course requirements of his or her master's program may register for work toward the EdS degree, in the amount needed to complete full registration loads.

Residency Requirement

A student's program at the EdS level must provide sufficient association with the resident faculty to permit individual evaluation of the student's capabilities and achievements.

Time Limit

All requirements for the EdS degree must be completed during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded. There is no provision at the EdS level for a time limit extension beyond 6 years.

Plan of Study

A standard form for an EdS plan of study is available in each department. Because each department or program participating in the EdS degree has established a framework of requirements for the degree that indicates the general structure of its program. At or before initial registration, each student develops a formal plan of study for the degree, designating all courses he or she plans to take in the program. In reaching decisions, the student should consult with the program director. The student will file a completed plan of study with the program director who, upon approving the plan, will distribute a copy to the student and retain one copy for departmental files.

A plan of study may be amended at any time using appropriate forms and following the procedure described above. Until formal approval of an amended plan of study is made, the original or current modification of the plan will be in effect.

Admission to Candidacy

As noted above, the EdS Plan of Study is available in the College of Education and must be approved by the Graduate School before the student can be admitted to candidacy for the EdS degree. Thus, it is best to complete the plan of study by the end of the first or second semester of coursework.

The department advisor will submit the Admission to Candidacy for the EdS degree with the approved Plan of Study attached for Graduate School approval.

Examinations

In addition to the regular course examinations, a final comprehensive examination is required. The examination may be written or oral or both, at the discretion of the major department. No candidate is eligible for the final examination until approved by the appropriate program director. A student may take the final oral or written examination only twice. Failing the examination twice results in dismissal from the degree program and the Graduate School.

The examination will be prepared and conducted by a committee of at least three members of the UA graduate faculty, including the program director in the major area of study and a designee (or two or more people from the major area of study, designated by the program director) and the program director (or a designee) from the minor field of study, if one has been included in a program. Committees will be appointed by the dean of the Graduate School on request of the major program director. Each candidate must be judged by the major department to have completed the examination(s) satisfactorily.

If a candidate receives failing marks in both the minor area of study and the professional education field, the candidate will be judged to have failed the examination. If a candidate fails either the minor examination or the professional education examination, the committee as a whole will reach a decision about the satisfactory or unsatisfactory nature of the candidate's performance on the examination. If a candidate does not have a minor field, the committee members will meet to reach a decision in the event the student fails the professional education examination.

All written examinations will be kept on file by the program directors for five years following the date of the last term of enrollment, and students will have the right to confer with their program directors regarding the strengths and weaknesses shown on the examinations. The committee chair must submit the EDS Comprehensive Exam form through the UA DocuSign system in myBama following exam completion.

Virtual Participation

Scope and Goals

All members of a student's graduate committee are expected to attend and participate, usually in person, in any oral examination as part of the student's graduate (Master's or Doctoral) degree program. Traditionally, oral examinations are conducted with the student meeting their committee while gathered in one physical location on campus. However, the need occasionally arises for virtual participation in the oral examination. In these cases, graduate programs must ensure adherence to the following if any graduate-level oral examination involving the student's entire thesis/dissertation committee includes virtual participation.

- The student's consent must be sought and obtained in advance of conducting the oral examination with virtual participants.
- Virtual participation by committee members *must* include both audio and visual capability so that:
 - each committee member can hear the student and view the student, any presentation slides, and any demonstrations;
 - the student can hear and view each committee member.
- All committee members must participate interactively and in real-time for the *entire* examination, including any preparatory discussion leading up to it, the presentation itself, its discussion and evaluation.

The following sections provide detail on the technical and attendance requirements for an oral examination with virtual participation. Departments and programs may enforce stricter guidelines than those

outlined, including an on-campus-only policy if deemed necessary and appropriate.

Technical Requirements

Real-time and fully interactive audio and video communications must be maintained throughout the examination and any related discussion. The audio/video communications facilities must allow the student and all committee members to see and hear each other during the entire examination. There must be adequate provision for the transmission of text, graphics, or writings referenced or generated during the examination (e.g., slides, whiteboard). The use of audio-only communications is not permitted.

In case of technical difficulties or technology failure, the committee will decide whether to continue the examination once the difficulty is resolved, or to cancel the examination and reschedule it for a later date, without prejudice to the student.

If the student or any committee member(s) have a disability that will be impacted by virtual participation, reasonable accommodations should be provided.

Attendance Requirements: campus-based programs

Programs should ensure that students are advised about virtual participation guidelines related to an oral examination, including reference to these guidelines as well as any other program-specific requirements.

It is generally expected that members of a graduate student's committee be physically present with the student for each oral committee examination. However, an oral examination may have virtually participating committee members according to the following rules:

- **Any one member** of the graduate student's committee (excluding the chair / advisor) can participate at a distance without seeking further authorization.
- The **committee chair** will be allowed to participate at a distance only if rescheduling the oral examination for a time when they are on campus would cause hardship to the student. In this case, the committee chair should submit a petition to the Dean of the Graduate School, outlining the reasons leading to the request.
- Similarly, a petition from the committee chair to the Dean of the Graduate School is also required if **more than one committee member** is to participate at a distance. Such petitions will only be considered if rescheduling the oral examination to a time when only one member of the committee would be participating at a distance would cause significant hardship to the student, as outlined in the petition.

All committee members participating virtually must be able to **fully interact** in the oral examination via audio and video capability; participation by viewing a recording of the oral examination is specifically prohibited. All members of the committee, on- or off-site, must participate in the evaluation of the examination; provisions must be made to record their vote and collect their signatures as necessary.

Student participation at a distance in graduate oral examinations involving their committee is generally not allowed for campus-based graduate programs. However, the committee chair and/or the graduate program director, in agreement with the student, may draft a petition to seek permission from the Dean of the Graduate School to conduct such an oral examination. This arrangement will only be considered if the committee chair agrees to it, and if rescheduling the oral examination for a time when the student is on campus would cause great hardship to the

student; the petition should clearly outline the extenuating circumstances leading to this need.

Attendance Requirements: online or hybrid programs

An online graduate program is defined as a program in which no aspect of the degree program occurs on-campus, including oral examinations. A hybrid program is defined as a program which has both online and on-campus elements.

For online and hybrid programs that handle oral examinations in an online setting, all committee members as well as the student may participate virtually in the oral examination. However, these programs must fully adhere to the guidelines outlined in the Technical Requirements section above for any oral examination involving the entire committee.

Hybrid programs that require oral examinations to take place on campus must adhere to the guidelines set forth for campus-based programs.

Application for Graduation

Each candidate for an educational specialist degree must submit an Application for Degree via myBama no later than the last day to register or add a course for the semester (or first term of the summer semester) in which requirements for the degree are to be completed. That specific date is published each semester at the Graduate School's website under Current Students/Deadlines for Graduate Students.

Doctoral Degrees

The University offers several types of doctorates, each of which is described below.

The minimum period in which a doctoral degree can be earned is three full academic years of graduate study after completion of a baccalaureate degree, although in most disciplines the period is longer. Graduate teaching assistants (GTA) or graduate research assistants (GRA) whose work assignments are 10 hours per week (i.e. the equivalent of 3 semester hours) or more should expect to take more than the minimum period of 3 academic years to earn a doctoral degree. The only exception to the three-year minimum is the practice-focused DNP.

Doctor of Philosophy Degree

The Doctor of Philosophy (PhD) degree is regarded as the researcher's degree. Program requirements include the acquisition of special skills for conducting independent, scholarly research of publishable quality. Requirements traditionally include a working knowledge of one or more foreign languages, but currently a number of foreign-language alternatives have been approved by departments. Through acquisition of these skills, PhD candidates demonstrate their potential for careers as independent, publishing scholars. Refer to departmental sections of this Catalog for details on foreign-language requirements or alternatives.

The Doctor of Philosophy (PhD) degree is granted on the basis of scholarly proficiency, distinctive achievement in a special field, and capacity for independent, original investigation. The first two criteria are tested in coursework and a comprehensive examination, the last in a dissertation in which the student must present clearly and effectively the results of substantial research. A combination of these accomplishments, rather than the mere accumulation of residence and course credits, is the essential consideration in awarding the PhD degree. The PhD differs from the EdD in a number of ways, including the fact that the PhD Plan of Study and comprehensive examination demonstrate a higher-level research focus, and there is a greater number of dissertation hours and higher level of complexity and independent thought in a PhD-level dissertation.

Field of Specialization - A defined field of specialization as outlined in the student's Plan of Study is required of all candidates for the Doctor of Philosophy degree. A minimum of 36 semester hours of non-dissertation course credit is required. Departments or programs may require more than this minimum. Candidates should consult their departments or the appropriate section of this Catalog for additional requirements. The doctoral course as a whole must be unified, and all its parts must contribute to an organized program of study and research. In addition, a student must complete a minimum of 18 hours of dissertation research.

Research skill/language requirements - There is no university wide foreign language/research skill requirement for doctoral students; each college or department offering the PhD degree may set its own requirements. This policy reaffirms the importance of research skills and foreign languages in the highest academic degree granted by American universities, but it also recognizes that the departments offering the degrees are in the best position to determine the number and nature of such requirements in the interests of their students. For further information about PhD foreign language/research skill requirements, students may contact their departments.

Interdisciplinary Studies

There is a PhD degree program in interdisciplinary studies, and it is administered by the Graduate School. In addition to the general requirements for the PhD degree, the program of study and the supervisory committee for the prospective interdisciplinary studies degree candidate must be approved by the dean of the Graduate School before the student is admitted to the program. See Interdisciplinary Studies (IDS) (p. 802) at the Graduate School's website for information on prerequisites, admission procedures, course of study, and other aspects of IDS programs.

Doctor of Education Degree

The Ed.D. degree requires a minimum of 60 hours of graduate study beyond the master's degree, including at least 48 hours of coursework and 12 hours of dissertation research. There will be no college-wide major field requirement. Program areas will determine the nature of the required coursework. There will be no college-wide major field requirement. Program areas will determine the nature of the required coursework. Credit hours designated as dissertation research hours in the College of Education cannot be used to meet credit hour requirements for coursework.

Students pursuing the Ed.D. degree in the College of Education must satisfy the following:

- 1) Foundation Course Requirements: Students are required to abide by the minimum of 6 credit hours of Foundation Courses. Foundation courses included BEF and BEP courses, as well as courses outside of the program, as judged by the faculty in the program area. Program areas are, of course, free to require more than the minimum. They are also free to determine whether transfer credits can be counted against the requirement.
- 2) Research Course Requirements: Students are required to abide by the minimum of 9 credit hours of Research Courses. Program areas may require more than the minimum. Research courses include BER courses and courses outside the program, as judged by the faculty in the program area. They are also free to determine whether transfer credits can be counted against the requirement.
- 3) Dissertation hours: Ed.D. students must complete a minimum of 12 hours of dissertation research.

4) Transfer Credit: The College will abide by the Graduate School transfer credit policy of allowing up to one-half of the course credit toward degree completion to be transfer credit. Course transfer decisions belong to program area faculty and are not restricted by anything other than the 50% limit.

The Doctor of Education (Ed.D.) requires a minimum of two years of graduate study beyond the master's degree for completion. The student must complete 48 semester hours of approved graduate coursework beyond the master's degree, or 78 semester hours of approved graduate coursework beyond a bachelor's degree, and defend a dissertation. The student must complete a minimum of 12 hours of dissertation research. The College of Education section of the Graduate Catalog contains additional regulations governing the Ed.D. program.

Doctor of Musical Arts Degree

The Doctor of Musical Arts (DMA) degree requires a minimum of 48 semester hours beyond the Master of Music degree, plus recitals and other examinations as determined by faculty of the School of Music. Specific requirements for each major area are outlined in the School of Music (p. 391) section of the Graduate Catalog.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) is a practice-focused degree that is detailed in the Nursing section of this Catalog.

Doctor of Social Work

A Doctor of Social Work (DSW) degree is a practice doctorate degree in social work. It provides coursework on theory and skills in social work practice that are more advanced than what one would typically experience in an MSW program for social work.

Admission to Doctoral Degree Programs

Admission to any doctoral program is limited to students whose scholastic records show distinct promise of success in doctoral study. Admission to the Graduate School and the earning of a master's degree from The University of Alabama does not guarantee acceptance into a doctoral program. Students in doubt about their acceptance into doctoral programs should consult with departmental advisors and the Graduate School, which makes the final decision about admission. A department may terminate a student's doctoral admission if there is documented unsatisfactory academic or other progress toward completion of the degree.

Residency Requirements

The University of Alabama recognizes that doctoral students should be immersed in advanced study and inquiry, interact extensively and meaningfully with faculty and peers, engage with the academic community in their field, and have access to the educational resources of the University. To achieve these goals, a minimum of 50 percent of coursework hours to be counted in a student's doctoral program must be from The University of Alabama (exclusive of dissertation research hours and subject to the Graduate Catalog's Transfer of Credit policies). Additionally, 100 percent of dissertation credit hours must be from The University of Alabama. Diverse academic traditions, rapidly changing instructional modalities, and new student populations are acknowledged and accommodated with this policy.

Graduate Credit

A student must be admitted to the Graduate School and must register as a graduate student in order to receive graduate credit. Approval for

graduate registration must be obtained from program advisors prior to registration.

Graduate Credit for Noncredit Experiences

All course credit used toward a UA graduate degree must be taught at the graduate level. No graduate credit may be earned by correspondence study or for experiential learning not conducted under the direct supervision of graduate faculty of The University of Alabama. UA does not offer graduate credit for noncredit workshops, seminars, continuing education experiences, professional development, internships, work/life experience, and so forth.

Previously Earned UA Graduate Credit and Transfers of Graduate Credit

Previous graduate credit earned at The University of Alabama or another accredited institution may be applied toward the requirements for a doctoral degree if approved by the department and the Graduate School. The student must have been enrolled as a graduate student, or a UA Accelerated Master's Program student, at the time the previous credits were earned. To be applied toward the requirements for a doctoral degree, all previous graduate credit must have been earned during the six years (18 fall, spring, and summer semesters) preceding the semester of admission to the UA doctoral program. Such credits may constitute no more than 50% of the program's minimum doctoral coursework requirement. If an in-field master's degree or other relevant graduate credits were earned from an accredited institution other than UA, these credits may be applied toward the doctoral degree as transferred credit. See below for further information about credits earned more than six years prior to the semester of admission.

Consideration of transfer of credit (or the acceptance of a previously earned master's degree as partial credit toward a Ph.D. program) is subject to a final decision by the doctoral program and the Graduate School. Only courses in which the student earned a grade of 'B' or better may be transferred. Evaluation of previous coursework from an outside institution cannot be made until the student has enrolled in the Graduate School at The University of Alabama. For such cases, the student must initiate the Request for Transfer of Graduate Credit and ensure that the Graduate School has an official transcript of all credit involved. Transfer of credit may be requested based on course-by-course equivalencies, or by block transfer (MSC 501) if a master's degree was earned. Any approved transferred coursework will need to be reflected on the doctoral Plan of Study. With few exceptions, the Plan of Study should be submitted by the time the student completes 30 total credit hours (including both transferred and UA coursework). Planning to transfer courses in the penultimate or final semester will typically delay graduation.

Please note that some departments have established lower limits or other criteria for allowable transfer credits. Be sure to check with your graduate program director regarding your department's transfer policy. Dissertation Research hours and Thesis Research hours may not be transferred in from an outside institution.

Graduate Coursework Earned More than Six Years Prior to Admission For Ph.D. Programs Only

For Ph.D. Programs Only: Previous coursework that was earned more than six years before the student's admission to the UA Ph.D. program requires special approval to be applied toward a UA Ph.D. program. The prior coursework or master's degree may be from UA or another accredited institution. These credits, if approved by the student's major program, may constitute no more than 50% of the program's minimum

Ph.D. coursework requirement. Additionally, because such coursework was taken outside of the six-year window, the student's continuity of knowledge in the field must be demonstrated. For this purpose, the graduate program director or department head/chair must submit to the Graduate School, for evaluation, a *Field-Related Activity Since Earning Master's Degree* form, along with the student's CV or resume and – if from an outside institution - the Request for Transfer of Graduate Credit form.

Coursework from a previously earned master's degree from an outside institution may be transferred in as a block of credit (MSC501) and must be noted as such on the Ph.D. Plan of Study. Individually transferred courses must have a grade of 'B' or better to be eligible for transfer. Such credits may constitute no more than 50% of the program's minimum doctoral coursework requirement.

Admission to Doctoral Program Prior to Completing Master's

If a student who is enrolled in a master's degree program subsequently gains admission to a doctoral program within the same department, before completing the master's degree, the student's program of study may be changed to "Master's En Route to Doctoral Degree." In such cases, the policies of "Master's En Route" supersedes the 50% transfer rule, and the department has the option of allowing some or all of the relevant coursework to count toward the doctoral program requirements. Students must apply to the doctoral program as outlined in the Admission Criteria section of the Graduate Catalog. When the student is admitted, the program director will notify the Graduate Registrar that the student's program has been changed from the master's to the doctoral program, and will submit a revised Plan of Study. This option is reserved for students whom the department deems ready for doctoral study before completion of the master's degree.

Master's En Route to Doctoral Degree

Programs have the option to grant the "Master's En Route" to doctoral students who do not already have a master's in that field. In such cases, the master's degree can be granted after a student has completed 30 or more credit hours, as well as completing other requirements as specified by the program (e.g., comprehensive exams or other milestones). Participating programs must be approved by the Graduate Council to offer this combined degree. In these cases, all coursework credits used to complete master's degree requirements (excluding thesis research courses) can potentially be applied toward the doctoral degree, as determined by the doctoral program.

Approved Master's En Route Programs

- Accounting, PhD
- Aerospace Engineering and Mechanics, PhD
- Anthropology, PhD
- Applied Statistics, PhD
- Biological Sciences, PhD
- Chemical Engineering, PhD
- Chemistry, PhD
- Civil Engineering, PhD
- Communication and Information Sciences, PhD
- Computer Science, PhD
- Criminology & Criminal Justice, PhD
- Educational Psychology, PhD
- Electrical Engineering, PhD
- Finance, PhD

- Geography, PhD
- Geology, PhD
- Human Nutrition, PhD
- Interdisciplinary Studies, PhD
- Management, PhD
- Material Sciences, PhD
- Mathematics, PhD
- Mechanical Engineering, PhD
- Nursing, DNP
- Operations Management, PhD
- Political Science, PhD
- Physics, PhD
- Psychology, PhD
- Quantitative Economics, PhD
- Romance Languages, PhD
- School Psychology, PhD

Time Limits

All requirements for the doctoral degree must be completed within nine years (27 fall, spring, and summer semesters) following admission to the doctoral program, with the following specific exception approved by the Graduate Council: Modern Languages and Classics (ten years if entering the doctoral program with a baccalaureate, not master's, degree). Some programs may have shorter time limits; please consult your program's Graduate Catalog section or your graduate program director for further information.

Previous graduate credit may be applied to the doctoral degree if the credit was earned during the six-year period prior to admission to the doctoral program or accepted by the Graduate School as part of Option 2. Such credit must be identified clearly on the Outline of PhD Program (Plan of Study) and requires Graduate School approval. Only those students graduating within the time limit for their doctoral program may apply previously approved graduate credit to the doctoral degree.

Time Limits Extension Policy

A student may petition for a one-semester extension to the time limit only under extraordinary circumstances beyond the student's control. The student must have advanced to doctoral candidacy and have an approved dissertation committee prior to submitting a petition for a one semester time extension.

To begin the process, the student petitions the department head. In the petition the student must:

- describe the extraordinary circumstances;
- briefly describe the current status of the dissertation;
- include a timeline showing each important remaining step in the completion of the dissertation;
- attest to their ability to meet the final date for submission of dissertation for the requested extension semester.

If the department head supports the petition, it is sent to the college dean. If the college dean supports the petition, it is sent to the graduate dean. If the graduate dean or their designee approves the extension, it will not require the student to validate any out-of-date UA or transfer courses previously approved.

If a student fails to complete all degree requirements within the time limit for the student's doctoral program or within a one-semester extension approved as noted above, the student will be suspended from the

doctoral program. To complete a doctoral degree, the student would have to reapply for admission and be admitted by the department and the Graduate School.

Revalidation of Expired Credits

There may be particular and limited instances where a student is re-admitted to a graduate program, and revalidation of expired credits is justified. In such cases, where the department and Graduate School feel it is appropriate to do so, the student may work with the graduate program director to petition for such revalidation, on a course-by-course basis. For each course for which revalidation is requested, the student must demonstrate, to the department's satisfaction, that the knowledge and skills gained in that course are still current. Currency will be evaluated by a committee of faculty, composed of at least three graduate faculty members within the degree program to which the student is requesting re-admission, and two from a separate department.

The committee will then issue a recommendation to the dean of the Graduate School, who will rule on the petition.

Some methods for demonstrating currency may include but are not limited to 1) a professional portfolio; 2) an exam or essay linked to each course and demonstrating up-to-date knowledge; 3) a re-take of the comprehensive exams under current program guidelines, and/or 4) other methods deemed appropriate by the committee.

Students may request revalidation of up to 50% of the required minimum coursework for their degree. Credits earned from an institution other than The University of Alabama may not be revalidated.

Consideration of revalidation, and a plan of study based on the demonstration-of-currency and other remaining requirements, must be completed as part of the student's re-admission to the Graduate School. Revalidation of credits is not guaranteed. From the time of re-admission, students must complete the degree within the standard time limit, as specified in the Graduate Catalog at the time of the student's re-admission.

The Continuous Dissertation or Document Registration requirement for 699 and 799 enrollment will be waived for the intervening years between the student's cessation of doctoral work and re-admission.

Plan of Study

Within the first year of the graduate program, each student should discuss their plan of study with the appropriate departmental advisor or major professor, to ensure that all coursework requirements are clearly articulated, and that appropriate sequencing of courses is followed, as well as to discuss the impact of any transfer course equivalencies.

Preliminary or Comprehensive Examination

A preliminary or comprehensive qualifying examination is required of all doctoral candidates. This examination is given after

- any foreign language/research skill requirements are met (PhD students only);
- two full years of graduate study are completed; and
- the supervisory committee deems the student to have adequate preparation in the major and minor fields of study.

The examination is conducted by the student's supervisory committee or other committee established in the program area. Whereas one of the purposes of the preliminary examination is to determine the student's research competence to begin work on a dissertation, the examination

should be completed at least nine months before the degree is to be awarded. A student may take the oral or written examination only twice. Failing the examination twice results in dismissal from the degree program and the Graduate School.

Admission to Candidacy

The designation of candidacy reflects the student's demonstration of foundational knowledge and readiness to conduct independent research, in the discipline. The requirement for advancing to candidacy is determined by the faculty of the degree program and delineated in the program's section of the Graduate School Catalog and the program's Graduate Student Handbook.

Advancement to candidacy should involve either:

- passing the qualifying (major or preliminary) examination
- completing of all required coursework as listed on the approved program of study
- presenting or defending a dissertation prospectus or proposal
- or some combination of these milestones.

Students are not eligible to register for 699 or 799 credit hours until they have been advanced to candidacy. The Department Chair or Department Director of Graduate Studies, or their designee, shall submit the Admission to Candidacy for the Doctoral Degree form to the Graduate School during the semester that the student meets the program's candidacy requirements.

Continuous Doctoral Research Hours Registration

Once a student meets their program's requirement for admission to candidacy and the designated Department administrator submits the Application for Admission to Candidacy form to the Graduate School, the student must begin enrollment in 699 (dissertation/document research) or 799 (document/project research).

Once initiated, the student must pursue completion of the dissertation/document/project without interruption by enrolling in 699/799 each fall and spring semester of the academic year.

The only time summer registration is required for dissertation/document/project research is when a doctoral student is graduating in August or defending the dissertation/document/project during the summer semester.

Ph.D. students must complete a minimum of 18 hours of dissertation research credits (699). Ph.D. students must register for a minimum of 3 dissertation research credits each semester until reaching their program's minimum. Thereafter, they must register for a minimum of 1 dissertation hour each semester, maintaining continuous enrollment in 699 until degree completion.

Ed.D. students must complete a minimum of 12 dissertation research credits (699). Ed.D. students must register for a minimum of 3 dissertation research credits each semester until reaching their program's minimum. Thereafter, they must register for a minimum of 1 dissertation hour each semester, maintaining continuous enrollment in 699 until degree completion.

DMA students must complete a minimum of 4 hours of document research (MUS 699). DMA students must register for a minimum of 1 document/project research hour each semester, maintaining continuous enrollment in MUS 699 until degree completion.

DNP Students must complete project research hours in NUR 795-798. DNP students must maintain continuous enrollment for a minimum of 1 hour in a department-specified course until degree completion.

DSW Students must complete a minimum of 9 hours of project research (SW 799). DSW students must register for a minimum of 1 document/project research hour each semester, maintaining continuous enrollment in SW 799 until degree completion.

The amount of dissertation/document/project research for which a student enrolls in any given semester should be commensurate with the progress a student is expected to make on the dissertation, as well as reflective of the extent to which University facilities and faculty time are invested in the proposed activities.

Dissertation Committee

The dissertation committee should be formed and approved early in the dissertation research process, before significant progress is made on the dissertation. The committee must be formally established via a process initiated by the student and requiring the consent of each committee member, followed by Graduate School review for compliance with the regulations outlined below. Students initiate this process via their Graduate Student Portal.

PhD committees must consist of at least five members. EDD committees can consist of a minimum of 4 members. Any committee may have additional (voting or nonvoting) members if deemed appropriate. At least one of the committee members must be from outside the student's major department. These external members may be from another academic department at UA, from other universities, or from industry or the professional field. In all cases, these members external to the department/program must be appointed to UA's Graduate Faculty by the dean of the Graduate School, and must have significant professional qualifications that directly contribute to the depth and rigor of the dissertation.

All members of the dissertation committee must hold Graduate Faculty status at The University of Alabama. The chair of the committee must hold Full Graduate Faculty status in the department where the degree is housed; others may be Full, Associate, or Affiliate members of the Graduate Faculty. A majority of the Dissertation Committee members must be full-time regular University of Alabama faculty (that is, full-time, assistant professor, associate professor, or professor). For multi-campus doctoral programs, unless otherwise defined in their agreements, the Committee Chair of a University of Alabama doctoral student must be a Full member of the Graduate Faculty in the University of Alabama department where the degree is housed.

In rare cases, a student may be unable to form a committee within their program or secure a thesis or dissertation chair. In these circumstances, the student's progress to date will be reviewed by the program's designated committee for such reviews. If the program does not have such a standing committee, the department chair will appoint an ad hoc committee of graduate faculty to review the student's progress to date.

This ad hoc committee will not work in the capacity of an advisory committee but will identify a path forward for the student, which shall include written expectations for progress and responsiveness to mentorship. The expectations and timeline must be agreed upon by a majority of the committee members, and all of the expectations must be shared in writing with the student.

In the context of these written expectations, the student will then have the subsequent semester to secure the support of an advisor, form a committee, and meet the written expectations of the ad hoc committee.

The ad hoc committee will reconvene at the end of that semester to evaluate the student's progress in meeting these three milestones. If the student does not meet the outlined expectations, the student will be dismissed from the program based on lack of progress.

Dissertation Proposal

The dissertation proposal aims to show the appropriateness, manageability, and significance of the projected research. The student formally presents the written proposal to the dissertation committee and defends it in a meeting with the committee. The proposal normally includes an introduction that provides an overview and states the significance of the proposed research, review of the literature, and methodology. Departments determine the details of the dissertation proposal's format with respect to specifics such as the length of the introduction and level of detail of the literature review. Once the student and dissertation chair have developed a proposal, and the graduate dean has approved the dissertation committee, the student schedules the dissertation proposal meeting that includes all committee members. The student cannot propose a dissertation and have its final defense in the same semester.

Dissertation

A dissertation showing the ability to conduct independent research and skill in organization, writing, and presentation must be prepared on a topic in the major field. It must constitute an original contribution to knowledge. The dissertation must be based upon research completed while the student is enrolled at The University of Alabama.

The subject of the dissertation must be approved by the student's dissertation committee and by the dean of the Graduate School. The final dissertation may take the form of a traditional, chapter-based document or a series of full-length publication-ready manuscripts which are part of a larger, cohesive body of work. The format (traditional vs. article-style) must be approved by the committee in accordance with the standards for the program and the discipline.

For article-style dissertations, the document must contain a minimum of three articles, in addition to introductory and concluding chapters. A single abstract must accompany the document. In addition to an Introduction presenting the unifying framework that supports the research, the document must include a concluding section that summarizes the importance of the work, integrates the major findings, and discusses the implications for the overall body of work.

Individual departments may have policies or guidelines related to whether sections of the dissertation may be included if they have been previously published elsewhere. Copyright issues also may arise if sections of the dissertation have been previously published. In addition, departments may have guidance regarding co-authorship. Therefore, students who are considering the submission of dissertation chapters/articles for publication prior to their dissertation defense should consult with their advisor, co-authors, and current and potential publication outlets, before submitting any dissertation-related manuscript for publication.

All parts of the dissertation must conform to the formatting provisions set forth by the Graduate School, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email the Graduate School before beginning their work if they have questions concerning specific problems or deviations from traditional procedures.

The Dean of the Graduate School must approve the dissertation before the student can be cleared for graduation. See "Final Dissertation Submission and Approval" for details.

Final-Semester Minimum Doctoral Research Hours Registration

The Catalog section on Continuous Dissertation Registration for Doctoral Students states that once a student qualifies for doctoral candidacy, the student must enroll each semester for at least 3 hours of dissertation (699) research until reaching their department’s minimum requirement, and at least 1 hour for each semester thereafter until degree completion and graduation. If certain conditions are met for the student’s final semester, the student may qualify to enroll for fewer hours of 699 dissertation research. A zero-hour or one-hour 699 registration is permitted only in the final semester#. This exception applies only to students who registered for at least 1-3 hours of dissertation (699) research in the preceding semester and only under the conditions described in the table below:

When was the *completed electronic dissertation submitted to ProQuest/the Graduate School?	Minimum hours of 699 registration required in the final semester
By 11:59pm on the Final Grade Entry Day for the student’s penultimate semester (date published in the University Academic Calendar#)	0
After the Final Grade Entry Day for the student’s penultimate semester (date published in the University Academic Calendar#)	1

*“Completed” means submitted to ProQuest after being successfully defended and carefully edited following the defense meeting. The dissertation chair or department designee must submit the Committee Acceptance Form (CAF) through the UA DocuSign system. The CAF must be signed by all committee members, department chairperson, and graduate dean. The CAF is submitted by the department through the UA DocuSign system in myBama. At the time of ProQuest submission, the student also must submit the Survey of Earned Doctorates through the NORC website.

Footnotes

- ¹ International students on F-1 or J-1 student visas are not permitted to use the zero-credit hour exception above as the basis of maintaining minimum enrollment requirements as active students. Please see “USCIS” section under “Minimum Hours–Other Policies and Regulatory Bodies” on page 3 of this policy.
- ² The University Calendar is available at the Academics tab of the website of the University Registrar.

Protection of Human Subjects for Research

Scientific research involving human subjects has produced substantial benefits for society, but it also has significant ethical questions. The mission of the University’s Institutional Review Board (IRB) for Protection of Human Subjects is to ensure that research involving human subjects is conducted ethically. University and federal policies require that review and approval to use human subjects in research precede the research, no matter how great or small the involvement of the human subjects. In the case of dissertation research that involves the use of human subjects, the principal investigator is responsible for contacting the college Human Research Review Committee to obtain approval for the planned research. The University’s IRB approval form is available at the IRB website.

Dissertation Defense, Submission, and Approval

The dissertation defense constitutes the Final Examination of the doctoral program. Since this is the culminating experience of the degree program, all members of the dissertation committee are expected to attend and participate in real-time. Once the dissertation is deemed ready for the final oral defense by the dissertation chair in consultation with the dissertation committee members, the student and committee members will set a defense date. All doctoral candidates must give members of the dissertation committee a minimum of two weeks to read the dissertation before the defense date. The dissertation must comply with the formatting regulations set forth on the Graduate School website.

See the Registration and Assistantships (p. 242) section of the Graduate Catalog for policies regarding registration requirements during the semester of the dissertation defense. Generally speaking, graduate programs may allow students to schedule dissertation defenses at any time that is mutually agreed upon by the student and the committee. However, defenses should not be scheduled when University offices are closed, as specified in the Academic Calendar. When University offices are open, nine-month faculty may opt to participate in defenses during summer or interim sessions, but are not required to do so.

The dissertation defense is comprised of four parts.

- 1. Public Advance Notice.** A minimum of two weeks prior to the scheduled defense date, the candidate must submit the *Public Notice of a Dissertation Defense* form. This form includes the name of the candidate, the department or program, the title of the dissertation, an abstract of 200 words or less, and the date, time, and location of the dissertation defense. The candidate should consult with the Dissertation Chair prior to initiating this form. The form will be initiated by the candidate and signed by the Dissertation Chair, Graduate Program Director, and the Graduate School. Upon receipt of the completed form, the Graduate Program Director will ensure the scheduled defense is disseminated within the department. The Graduate School will post the scheduled defense on the Graduate School website.
- 2. Oral Presentation.** An oral presentation of the dissertation is required and shall be public. The content and duration of the oral presentation are at the discretion of the Dissertation Chair, in consultation with the Committee, based on departmental norms, disciplinary standards, and traditions.
- 3. Oral Defense.** This examination phase of the dissertation defense is required and may be public or private. Each department or program shall establish a policy for whether the oral defense is public, private, or both (i.e., has a public portion and a private portion).
- 4. Committee Deliberation.** Committee deliberation is required and shall be private. Upon completion of the oral defense, everyone other than the committee members shall leave the defense location while the committee discusses, deliberates, and votes on the results of the dissertation examination (encompassing both the manuscript and the oral defense). During the deliberations, each committee member will vote, selecting one of the three options below:

- Pass
- Pass, contingent on revisions
- Fail

“Pass” means that the dissertation’s level of rigor meets the program’s standards, and the defense was successful.
“Pass, contingent on revisions” means that the dissertation’s

level of rigor nearly meets the program's standards and the defense was successful, but that the final manuscript will not be approved until the edits or revisions requested by the committee at the defense have been incorporated into the manuscript. "Fail" means that extensive revisions are needed, and a second defense will be required.

The dissertation examination is successful if a majority of the committee votes either "Pass" or "Pass, contingent on revisions." If 50% or more of the committee votes "Fail," then the candidate is deemed to have failed the dissertation examination. In such a case, if this is the first dissertation examination, the student has the option of working with their advisor(s) to revise the manuscript and schedule a second defense.

A student may attempt the dissertation examination twice. Failing the examination two times results in dismissal from the degree program and the Graduate School.

If a student fails the initial dissertation defense, the dissertation committee for a second dissertation defense must have the same members as those involved in the initial defense. Exceptions can only be sought for extreme extenuating circumstances and must be approved by the Department Chair and the Graduate School.

The results of the dissertation examination must be reported to the Graduate School by submitting the Dissertation Examination Form.

5. Final Manuscript Submission and Approval. The candidate must incorporate revisions that were agreed upon by the dissertation committee at the time of the defense. Once, the candidate has addressed the revisions to the committee's satisfaction, the chair of the committee must then approve the final manuscript by completing the Final Manuscript Approval Form. Once the manuscript has been approved, the candidate must submit the approved manuscript to the Graduate School (ensuring it adheres to the Graduate School's formatting guidelines), address any remaining formatting errors identified by the Graduate School, and initiate the upload process for archiving the manuscript in the national dissertation repository, ProQuest. Dissertations will not be reviewed by the Graduate School for final formatting approval unless a completed Final Manuscript Approval form has been received from the committee.

The dissertation, in its final form, must be received in the Graduate School within 90 calendar days after the dissertation defense. If this deadline is not met, the student fails the Final Examination based on not having submitted an acceptable final manuscript by the deadline. As noted above, a student may attempt the dissertation Final Examination twice. Failing the examination two times results in dismissal from the degree program and the Graduate School.

Note that this 90-day deadline is separate from the deadlines for degree conferral and participation in Commencement ceremonies.

Graduate School deadlines for each semester, including deadlines for submitting the final manuscript to the Graduate School to graduate at the end of the semester, are available on the Graduate School website. Students should consult the Graduate School website for additional details of the

formatting and final submission process. The graduate dean must approve the dissertation before the student can be cleared for graduation.

Virtual Participation in Committee-Based Exams/Defenses

All members of a student's graduate committee are expected to attend and participate, usually in person, in any oral examination as part of the student's graduate (Master's or Doctoral) degree program. Traditionally, oral examinations are conducted with the student meeting their committee while gathered in one physical location on campus. However, the need occasionally arises for virtual participation in the oral examination.

If a department or program chooses to allow virtual participation in oral examinations, they must ensure adherence to the following technical requirements. Departments or programs may enforce stricter guidelines than those outlined, including an on-campus-only policy if deemed necessary and appropriate.

Technical Requirements

In cases where departments or programs allow any level of virtual participation, from one virtual member to a fully virtual event, they must adhere to the following requirements:

1. Prior to any oral exam, the student and Committee Chair coordinate with other committee members regarding the protocol for the exam.
2. All participants must join using university-adopted videoconferencing tools that allow for **fully interactive** audio and video communications along with screen-sharing capabilities, which must be maintained throughout the examination and any related discussion.
3. The use of audio-only communications is not permitted.
4. Participation merely by viewing a recording of the oral examination is specifically prohibited.
5. All members of the committee, on- or off-site, must participate in the final evaluation of the examination or defense; provisions must be made to record their votes and collect their signatures as necessary using the digital signature system approved by the Graduate School.
6. The Committee Chair, or another non-student designee, shall be the host of the virtual meeting. A co-host may be assigned so that the event will not be interrupted by technical difficulties. The host should mute all participants (or ask participants to mute themselves) and ask the student to share their screen, if a presentation is involved, in order to make the presentation visible to all attendees. The host must also ensure that appropriate security precautions are taken to prevent the interruption of the event.
7. Following the public portion of the defense, the host shall ask all non-committee members to leave the meeting, or the host may manually remove them. In programs where the defense has both a public and a private portion, the committee may then continue the event as outlined in their program protocols.
8. Once the committee has completed the examination of the student, the host shall place the student into the waiting room (or have the committee members use a breakout room) so the committee can conduct their deliberations in private.

The committee chair must have a secondary videoconferencing system available as a backup in the case of technical difficulties. Cancellation of the examination should only occur in the case where both the primary and secondary backup systems fail. If an examination must be rescheduled, it will be done without prejudice to the student. Since

committee deliberations are an essential aspect of the examination, completing the examination and final discussion via email or other non-audiovisual means is not an option. If the student or any committee member(s) have a disability that will be impacted by virtual participation, accommodations for participation must be provided.

Dissertation Embargo

The University of Alabama maintains an Institutional Repository (IR) and collaborates with ProQuest/UMI to promote open access and expose UA scholarship to a worldwide audience. While open access to academic scholarship is beneficial to the research community, there are a few specific reasons that an embargo of a thesis or dissertation may be prudent. These decisions include but are not limited to, concerns about prior publication, funding agency requirements, pending patents, and the privacy of data or subjects.

A thesis or dissertation may be embargoed with the IR, ProQuest/UMI, or both. An embargo may last for a period of up to two years. It is the responsibility of the committee chair/co-chairs to inform and advise the student during their decision-making process. The topic of embargo should be introduced early in the graduate student's tenure and then discussed formally with the student at the time of committee formation. This formal conversation should be documented by the committee chair/co-chairs on the student's Appointment/Change of Committee form. The committee chair/co-chairs should have a more in-depth discussion about an embargo once the student's topic has been finalized and approved by their committee. Any reasons for embargo which are associated with a committee member's activity (e.g. restrictions of an agency through which the student is funded) should be addressed at this time.

A preliminary decision about an embargo, including levels, entities, duration, and potential future renewal, should also be made at this point. The ultimate decision about an embargo should be made by the student in consultation with their committee chair/co-chairs following the oral defense of their final thesis or dissertation. Confirmation of this discussion should be indicated by the committee chair/co-chairs on the Committee Acceptance Form. The student may request renewal of an IR embargo, which must be approved by the Graduate School. In general, no more than one renewal of up to two years will be allowed. The student must contact ProQuest/UMI to request the renewal of an embargo in ProQuest/UMI.

Errata Policy

When a student has successfully defended their thesis or dissertation, both the student and their chair/co-chairs should carefully check the document before final submission. In rare cases, significant errors in content are discovered after submission of the document to ProQuest/UMI. In such cases, an "Errata" document may be added to the original record. Additionally, proprietary or confidential information may be excised from the original document in those rare cases when its inclusion is discovered after submission to ProQuest/UMI.

"Significant errors" are defined as errors in information or attributions that change the meaning of the entire document or of significant portions (a chapter, figure, table, equation, model, etc.). They are not stylistic or editorial changes that would normally be made as revisions prior to the defense and that do not fundamentally change the meaning of any of the content.

"Proprietary or confidential information" is defined as content that would be considered by the Office of Innovation & Commercialization as being protected intellectual property or that would fall under the Family Educational Rights and Privacy Act of 1974 or the Health

Insurance Portability and Accountability Act. It also includes any unintended violation of the confidentiality terms of the IRB agreement under which the manuscript research may have been conducted.

To initiate the review process, the student should submit the following to the Graduate School:

1. an errata document specifying the precise corrections needed OR an excision sheet specifying the exact content to be removed, with page numbers and other location indicators (e.g., line or figure numbers) as appropriate;
2. a brief explanation for the request and;
3. their CWID.

The review process will involve the student, the chair/co-chairs, the student's committee, and other parties as appropriate, with final approval by the Dean of the Graduate School. The Graduate School will work with the student, the UA Institutional Repository, and ProQuest to file the Errata document with the original manuscript or to excise the indicated text. In cases where proprietary information is involved, the Office of Research and Economic Development may be involved.

If the student is non-responsive to a request from UA to make amendments or excisions, UA Legal Counsel will recommend a course of action.

This policy is not designed to address issues related to academic integrity or research misconduct. Such issues should be directed to the Research/Scholarship Integrity Officer (RSIO) within the Office of Research and Economic Development, as outlined in UA's Policy on Academic Misconduct in Scholarly Activities.

Application for Graduation

Each candidate for a doctoral degree must submit an Application for Degree via myBama no later than the last day to register or add a course for the semester (or first term of the summer semester) in which requirements for the degree are to be completed. That specific date is published each semester at the Graduate School's website under Current Students Deadlines for Graduate Students.

Withholding or Withdrawing an Advanced Degree

The University of Alabama reserves the right to withhold or withdraw an advanced degree on the recommendation of the graduate faculty.

Grades and Academic Standing

Many departments and programs produce publications for their students and faculty in graduate programs. These documents are designed to provide detailed and useful information; however, they are not statements of official policy of The University of Alabama. In all matters, the graduate catalog of The University of Alabama contains official policies as passed by the graduate faculty's Graduate Council and shall supersede any departmental, program, or college publications.

Degree requirements and academic performance standards outlined in this section are the minimum required. Satisfying these general requirements and standards does not imply that all degree and program requirements have been met. Many departments, colleges, and schools establish additional requirements for their students. Accordingly, students may be dismissed from their programs for failure to meet departmental, college, or school standards. Such requirements are included in individual college, departmental, and/or program

descriptions in this catalog. Departmental suspension (dismissal) from a degree program also results in suspension from the Graduate School. Departmental academic dismissal differs from dismissals that result from Academic Misconduct. For further information, please view Academic Misconduct policy.

Grades and Grade Points

Graduate course grades and values appear in the table below. Graduate courses do not receive plus or minus grades. Transferred courses receiving UA graduate credit are given a grade of "P" and are not calculated in the overall graduate GPA.

A	4.0
B	3.0
C	2.0
D	1.0
F	0.0
I	Incomplete
N	No Grade Reported
P	Pass
W	Withdrawn
NG	Non-Graded Class

Grade Point Average (GPA)

All graduate students must earn and maintain an overall graduate grade point average (GPA) of 3.0 or better for all graduate courses undertaken at The University of Alabama. Grades below "C" count in computing the GPA but do not carry credit toward a degree.

Grade point averages are computed on the following grades: "A," "B," "C," "D," "F," "N" and "I." Grades of "P," "W," and "NG" do not calculate in the GPA.

In computing the graduate GPA, an "I" or "N" calculates in the GPA as an "F" until replaced by the earned grade. GPA calculations are rounded to the third (thousands) decimal.

Repeating a Course

Regular courses (courses other than IDGR assistantships (teaching, research, etc.), thesis research, dissertation research, etc.) typically may not be repeated for graduate credit; this includes courses initially taken on an audit basis. However, a regular course that is required in a student's curriculum in which a "D" or "F" is earned may be repeated for credit, upon the recommendation of the major department or program area and with the approval of the Graduate School. If the student passes the course with a "C" or better, both grades contribute to the computation of the GPA but only one may be used toward a degree.

Federal regulations limit the number of times a student may repeat a course and receive financial aid for that course. Questions about these regulations should be addressed to the Student Financial Aid Office.

Scholastic Requirements

A graduate student must earn and maintain a cumulative GPA of 3.0 or better on all graduate work undertaken at The University of Alabama to be in good academic standing.

Permission to Continue Admission

A student admitted with Permission to Continue to the Graduate School who earns a cumulative graduate GPA of 3.0 or better after undertaking 12 semester hours of graduate coursework at The University of Alabama

and satisfies any other admission conditions specified by the department or the Graduate School, will have earned good academic standing.

Failure to do so will result in Academic Suspension (dismissal) from the Graduate School. If the 12 hours are completed in a term in which the total credits exceed 12, the evaluation is made on the basis of all graduate-level work completed at the end of that term of enrollment.

Regular Admission

A graduate student with good academic standing whose GPA drops below 3.0 at any time after earning 12 semester hours will have earned Academic Warning.

Students who have earned academic warning or are in non-degree status may not hold graduate assistantships.

Incompletes

In cases where "I" grades cause a student's GPA to drop below 3.0, all "I" grades must be removed within the first four weeks of the next term of enrollment or the grade will be automatically converted to "F". If a student's GPA remains below 3.0 after the removal of all "I" grades, the student will earn either Academic Suspension (dismissal) if they were admitted with Permission to Continue or Academic Warning if they were admitted via Regular Admission.

In cases where "I" grades do not cause a student's GPA to drop below 3.0, all "I" grades must be removed by the end of the subsequent semester (excluding Summer), or the grade will be automatically converted to "F". Faculty, with appropriate justification, may recommend that a longer completion window be granted to a student in unusual circumstances. In these cases, faculty must submit a petition to the Graduate Registrar before the end of the subsequent semester. The petition must outline the unusual circumstances and a plan for completing the remaining course requirements no later than 12 months from the end of the term in which the "I" grade was awarded, but before the student's graduation.

Academic Warning

A student placed on Academic Warning has the next 12 hours of graduate work to raise the overall graduate GPA to 3.0 or better. The overall graduate GPA after the next 12 hours following academic warning must be at least 3.0 to avoid Academic Suspension (dismissal) from the Graduate School.

A department may dismiss a student from a degree program if there is unsatisfactory academic or other progress toward completion of the degree. As noted above, such departmental dismissal also results in suspension from the Graduate School. For additional details see Degree Requirements (p. 15) in this Catalog. Students who are suspended may not attend class or enroll in any form of distance learning courses.

Students are encouraged to use the time of the suspension in ways that assist their academic progress. Students may study in order to finish courses in which they have earned incomplete ("I") or no grade ("N") and may work with faculty members in this process. Students also may address other non-academic problems that have impeded their progress.

Please note that academic dismissal from the department or Graduate School differs from dismissal for academic misconduct. Academic misconduct results in dismissal from the University. The Academic Misconduct policy may be found at the Provost's website.

Academic Suspension

A student placed on Academic Suspension will not be permitted to take any graduate level coursework unless they have been reinstated to the program or readmitted to a new degree program.

Readmission

A person seeking readmission to the Graduate School to pursue a program of study different from the one from which the person was suspended can initiate consideration for readmission by completing an application for admission in the Graduate School and communicating with the academic unit of the new program.

The graduate faculty of the new academic unit will consider the request for readmission upon receipt of the new application, will identify in a written request to the dean of the Graduate School the compelling reasons for readmission to the Graduate School, and will state the conditions required of the student upon readmission if readmission is granted by the dean of the Graduate School. If readmission is granted, specific conditions of the readmission will be stipulated in the readmission letter to the student.

Students readmitted to the Graduate School following suspension are admitted with permission to continue and may **not** hold a graduate assistantship until **all** conditions have been met for the readmission.

Reinstatement

A person seeking reinstatement to the same degree program after being suspended from the Graduate School can initiate consideration for reinstatement by communicating with the academic department or program from which the person was dismissed.

For reinstatement after academic suspension: The graduate faculty of the academic unit will consider the request for reinstatement and, if the faculty request reinstatement, they will identify in a written request to the dean of the Graduate School the compelling reasons for reinstatement and the conditions required of the student if reinstatement is granted by the dean of the Graduate School.

Students reinstated to the Graduate School following academic suspension, may **not** hold a graduate assistantship until **all** conditions have been met for the reinstatement.

For reinstatement following academic-misconduct suspension: As outlined in the University of Alabama's Academic Misconduct policy, the length of suspension "generally ranges from one major semester (fall or spring) to one academic year," and is generally stated in the suspension notification. At any point after the time of suspension has ended, a student may contact the official who issued the academic suspension (or their successor in that role), who should contact the Graduate School to initiate reinstatement. Students who were expelled for Academic Misconduct may not be admitted or re-admitted to any UA degree programs.

Clinical Components and Dismissal

In graduate programs that include clinical components, practicum experiences, internships, or other similar program requirements, each student's effectiveness will be given a broad-based evaluation by faculty and supervisors. Final decisions will be based on factors such as course grades, demonstrated clinical competence, personality factors, and relevant test scores. Many programs establish additional academic and/or professional requirements for their students. Failure to meet program requirements for academic progress and/or clinical components may result in the student's being dismissed from the program. Dismissal from a degree program also results in suspension (dismissal) from the Graduate School.

Graduation Requirements

Grade Point Average (GPA)

Each student must earn and maintain an overall graduate GPA of 3.0 or better for all graduate courses undertaken at The University of Alabama. Grades below "C" are counted in computing scholastic averages, but they do not carry credit toward a degree.

400-Level Courses

A maximum of 6 semester hours of 400-level course credit may be accepted for a master's degree program, and only if approved by the department and Graduate School prior to the semester in which the 400-level coursework will be taken. All of the conditions below must be met:

No 400-level credit (except the 6 hours accepted toward the master's degree) may be accepted for doctoral degree programs. Under no circumstances will coursework below the 400 level be accepted for graduate credit. Master's students may use no more than 6 hours of 400-level courses for graduate credit.

For more information, please see the 400 Level Courses for Master's Credit (p. 7) in the Academic Policies section of the catalog.

Pass/Fail Courses

A maximum of 20 percent of a graduate student's required course credit may be taken on a "pass/fail" basis. Each graduate level course is either "letter grade" or "pass/fail" in the system at the time the student registers for the course. Graduate students are not permitted to change a course registration from "letter grade" to "pass/fail" or vice versa. Departments may request a change in how a course is graded for future semesters, through the submission of a course change request in the online Course Inventory Management (CourseLeaf) system.

Graduate Course Inventory

This page contains a listing of all active graduate courses in The University of Alabama's course inventory by College. Click on any tab above to view the course titles, credit hours, descriptions, and prerequisites.

College of Arts & Sciences Courses

AAST502 Special Topics

SP

Hours 3

An examination of selected African American topics.

Special Topics Course

AMS500 Internship

Hours 1-3

An internship opportunity that combines independent study and practical field work focusing on a particular problem or topic related to American culture and experience. Recent examples include internships in museum management, historic preservation, archaeological research, television production, category fiction, promotion of academic programs, documentary television, academic public relations, with Alabama Heritage and Louisville magazines, and with the Paul Bryant Museum.

AMS505 Directed Study

SP

Hours 1-3

No description available

Special Topics Course

AMS506 Directed Study

SP

Hours 1-3

No description available

Special Topics Course

AMS507 Landscapes of the South

Hours 3

This seminar explores the cultural, social, and natural ecology of the Mississippi watershed from St. Louis to the Gulf Coast. This interdisciplinary American Studies course examines the river dubbed "the Body of the Nation," its history, cultural geography, and geophysical ecology. Through readings in history, literary accounts, and artistic expressions, we explore effects of human interventions in nature and nature's impact on the course of human events.

AMS512 On The Road

Hours 3

This course seeks to introduce the breadth and power of the travel culture that defines "America" and examines enduring features when writers take to the open road in America.

AMS516 American Environmental Thought

Hours 3

Popular conceptions of nature hold extraordinary power in shaping our responses and policies toward both the geophysical world and built environments. This interdisciplinary course examines key concepts and controversies in American thought about nature since before colonization. Using accounts from various regions, the course explores evolving conceptions of nature and justice, competing claims about race and class, and changing institutional responses and remedies to environmental degradation in the context of global change.

AMS521 Writer & Artist in America

Hours 3

This course offers a comparative examination of responses by 20th century literary and visual artists to perceived social crises and challenges to American cultural values, such as sex in the early 20th century American city, working class struggles during the Great Depression, issues of atomic anxiety during the early years of the Cold War, the ethical dilemmas of the Vietnam War, the perils of the AIDS/HIV crisis, and the flourishing of contemporary consumer culture. The course also introduces several important movements in twentieth century American arts and letters, including Naturalism, Modernism, Social Realism, the Beat movement, Social Surrealism, and Postmodernism.

AMS522 Popular Culture in America

Hours 3

Survey and analysis of 20th century US popular culture including social context and how it has reflected and shaped American society, including gender, race, class and region.

AMS523 The Roots of American Music

Hours 3

This class surveys American music from ragtime, blues, and hillbilly to Broadway, Hollywood musicals, and swing jazz. Our focus will be on commercial mainstreams and democratic audiences – how selling sound led to different identities being expressed through taste and style. Race, gender, class, sexuality, age, technology, and the music business will all factor as we move from blackface minstrelsy in the 1800s to World War II. We will listen closely to several songs each week, connecting music to larger themes through primary and secondary sources, regular writing, and in-class discussion.

AMS529 American between the Wars

Hours 3

This course examines a crucial period in the modern American experience beginning with the end of one world war and ending with the beginning of another. Adjusting to modernity required Americans to square old values with new departures, something that makes this period more than merely two decades linked by the calendar and the Stock Market Crash. Top to bottom, between 1919 and 1941, Americans redefined themselves and their society, embraced (some of them) and debated (nearly all of them), often hotly, old beliefs, new conceptions, and the implications of a modern, machine-driven, consumer society. What they argued over then, is what is still argued over, issues and assertions students should find very familiar. Students will look closely at this debate from its origins in post-war prosperity and its evolution through Great Depression scarcity, paying particular attention to such crucial issues as Modernism, consumerism, the growth of American national culture, and the influence of commercialized forms of popular expression on everyday lives and values.

AMS530 Special Topics

SP

Hours 3

Selected American topics in American Studies offered by AMS faculty members or Americanists from related departments. Recent example: Women in America.

Special Topics Course

AMS531 Studies In Pop Culture

Hours 3

Research and discussion of selected topics in American popular culture: literature, music, network broadcasting, advertising, film, and drama.

AMS532 Studies In The Arts

Hours 3

Research and discussion of selected topics in literature, film, painting, photography, and architecture, and the role of the artist in 19th- and 20th-century America.

AMS536 Studies Social Experience

Hours 3

Research and discussion of selected topics in the American social experience.

AMS539 Urban Spaces

Hours 3

This interdisciplinary social science course provides an introduction to the cultural and physical ecology of cities, focusing primarily on urbanization in the United States from the late 19th century to the present. Course readings include classical scholars in urbanism and urban design. Contemporary urban environmental histories explore population shifts and land use along the urban gradient from the suburbs to urban centers, with attention to water, sewer, and transportation infrastructure, pollution, and urban sprawl.

AMS545 The "Good War"

Hours 3

In popular memory, then and since, it is, say many, the defining moment of the twentieth century, perhaps all the American experience. Between 1941 and 1945, the American people waged global war, an undertaking of unprecedented scale and urgency. After Pearl Harbor, the national will stiffened and at least for the duration, the story goes, Americans forgot their differences, rallied to the cause, and through their collective suffering and sacrifice saved the world. This was not just a necessary war; it was a good war fought against a palpable evil in a world reduced to rival spheres of right and wrong whose only acceptable end, "victory," justified any means however extreme. Virtue abroad, cohesion at home, and prosperity in the marketplace, the war united all three in a way previous Americans had only dreamed about and never achieved before or since. Small wonder, then, that over the years since 1945, in a world less simple and a society more divided, the memory of World War II has hardened into myth, the golden, "feel good" moment of rectitude, shared sacrifice, and uncomplicated moral triumph. This course is very much about that moment and the myth it established. Please note, it is not a military history of the Second World War, replete with situation maps, production figures, and casualty reports. It is instead a topical examination of the American experience at home and abroad, 1941-45. It focuses critically on five related subjects, each providing ample opportunity to examine the myth and memory of "Good War America," this pivotal moment in national and global history.

AMS565 Fictions of American Identity

Hours 3

This course explores nineteenth- and twentieth-century American literature and culture. Novels and short stories by Zora Neale Hurston, Henry James, Gish Jen, James Weldon Johnson, Toni Morrison, Vladimir Nabokov, and other writers are studied in the context of debates over slavery, national identity, women's roles, immigration and assimilation, social mobility, sexual mores, consumer culture, and race relations. Paper assignments emphasize close reading techniques and process-oriented writing. Assigned literary critical readings include papers written by students in this class and subsequently published in *The Explicator*, a journal of text-based critical essays. Writing proficiency within this discipline is required for a passing grade in this course.

AMS585 American Experience to 1865

Hours 3

An exploration of the formative years of the American cultural experience, from early European encounters with the New World to the attainment of continental nationhood. The course will draw upon insights from many disciplines and will include several kinds of cultural evidence (for example: literature, art, and photography; religious, political, and social thought and behavior; and economic, technological, and geographical development) as well as consideration of recent major synthetic works of cultural scholarship. Topics covered include the growth of colonial societies; the Revolutionary movement and the political foundations of the American Republic; the Market Revolution and the rise of middle-class culture; the antebellum South and the emerging West; and the origins and evolution of American cultural diversity. Offered fall semester.

AMS589 Approaches to Teaching American Studies

SP

Hours 3

This course offers supervision and mentorship to second-year masters students when they teach an introductory level on topics of their choosing (the topics will vary each semester according to the instructor of record's choosing). Whether or not students plan to continue teaching (in whatever forms it takes) in their careers, learning how to teach applies to lots of fields: practicing how to gather and synthesize information, how to help unfamiliar audiences understand the key points, how to lead discussions, how to improve at public speaking, how to get more comfortable with various technical processes, and other issues.

Prerequisite(s): 18 AMS credit hours

Special Topics Course

AMS592 American Topic Seminar

SP

Hours 3

Study of special topics within the American cultural experience. Recent examples include American literary realism, women in America, the Civil Rights movement, the picture press, music and ethnicity, the politics of culture, regionalism in American culture, the changing American family, homelessness in America, American autobiography, American monuments, contemporary American folklore, Southern popular culture, Southern iconoclasts, politics and culture, historical memory, America by design, the other in America, women in America, race in America, 19th-century popular culture, and slavery and the Civil War in historic memory.

Special Topics Course

AMS595 Ams Colloquium: Res & Methods

Hours 3

Discussion of methodological and theoretical issues in American Studies.

AMS596 Ams Colloquium: Scholarly Writ

Hours 3

Presentation of research and methods.

ANT500 Discussions in Anthropological Practice

Hours 1

Students will explore the multifaceted landscape of anthropological practice in this lecture series. This course is designed to cultivate a nuanced understanding of the various methods, theories, challenges, and ethical considerations that shape contemporary anthropological research and practice. Through a blend of theoretical exploration and real-world case studies, students will develop the intellectual tools necessary to conduct research within the complex intersections of culture, society, and human experience.

ANT501 Theory and Method in Linguistic Anthropology

Hours 3

Advanced introduction to contemporary linguistic anthropology: explores various theoretical and methodological approaches to the study of language as a semiotic resource for social actors and communities.

ANT502 Health Inequities

Hours 3

Explores the gendered, ethnic, cultural, and class dimensions that underlie the patterning of disease and illness worldwide, with attention to the long-term health effects of racism, sexism and poverty. Topics include reproductive and sexual health, obesity, body image, HIV/AIDS, mental illness, homelessness, and more.

ANT505 Culture, Mind, and Behavior

Hours 3

The cultural and linguistic basis of cognitive organization, local systems of folk classification, and the collection and analysis of data of shared cultural and social information. Offered according to demand.

ANT506 Biocultural Bodies

Hours 3

This course will explore the body as the object and subject of culture. It will examine how viewing the body as a biocultural canvas and looking at culture as "lived through" the materiality of the body influences our understandings of health and health care. Students will be challenged to examine health as a concept that is quantifiable and generalizable as well experiential and person-centered. They will be challenged to view the discipline of medicine as a framework for employing verifiable and shared (or questionable and contested) knowledge of biological systems whose foundational assumptions and core meanings are grounded in particular social and cultural worlds.

ANT507 Psychological Anthropology

Hours 3

In this course, we review three main models of research within psychological anthropology: psychodynamic, cognitive, and experiential/phenomenological. We also gain a comprehensive understanding of person-centered ethnography, which involves in-depth interviews designed to reveal individuals' self-perceptions and experiences in relation to the sociocultural context. Students gain practice in this methodology by conducting a series of interviews over the course of the semester.

ANT509 Ancient Maya Civilizations

Hours 3

What was the lived daily experience in the pre-contact Maya world? How did aspects of material culture such as architecture, food, musical instruments, tools, and clothing frame Maya society, and how were these elements also framed by it? How are perceptions of the ancient Maya marshaled in today's politics and policies? In this course, we will engage with the world of the pre- and post-contact Maya, through scholarship that explores the material culture of daily life. The course is arranged around framing questions about the past through ethnographic and ethnohistoric accounts of daily life; using diverse scientific methods and theoretical perspectives to address these questions; and interpreting and possibly re-interpreting daily life of the ancient Maya, focusing on the dynamic interplay between the material and the social.

ANT510 Ethnography of Communication

Hours 3

Students in this course will learn to use the concepts and methods of ethnography of communication by developing and carrying out a research project on language and social interaction. You will learn how social interaction is organized, how to document and study it, and how to address such evidence to anthropological and applied problems. Graduate students will produce a research report worthy of submission to a research conference of their professional scholarly organization. All students will finish the course with a critical and sophisticated understanding of how social interaction works in a variety of contexts.

ANT511 Culture Health & Healing

Hours 3

Provides the student with an overview of health, illness, and healing as they vary between and within cultural systems.

ANT512 Anthropology of Europe

Hours 3

The course examines ethnicity, nationalism, democratization, unification, and fragmentation with an emphasis on specific countries or regions within Europe. Classic anthropological topics, such as kinship, political organization, ritual, and religion are employed in the study of European nations, ethnicities, and minority communities.

ANT514 Anthropology of Africa

Hours 3

A survey of the standards, customs, and beliefs that exist among African cultures. Students in this class will learn about the extensive diversity of cultural beliefs and behaviors across the African continent, make connections between local/global historical events and contemporary contexts, and critically evaluate the factors influencing perceptions of African cultures. Students will additionally compare contemporary and historical ethnographies as well as those written by African and non-African anthropologists. This class has applications for those interested in anthropology, international relations, politics, and history.

ANT519 Myth, Ritual, And Magic

Hours 3

Across cultures, people rely on various belief systems to bring meaning to their lives and understanding of the world around them. This course will dive into the anthropological literature on themes related to religion, including myth, ritual, magic, witchcraft, totemism, shamanism and trance. Cross-cultural ethnographic examples—including a range of religious, spiritual, and magical belief systems—will be provided to illuminate how anthropologists analyze belief systems in their interpretations of culture.

ANT521 Ethnography

Hours 3

Ethnography is a hallmark of anthropology. It is at once a theoretical approach, set of methods, and style of writing. This course highlights ethnographic theory, methods for collecting ethnographic material, and techniques for writing about culture by reading exemplary texts, discussing key concepts, and practicing various methods. Each student will develop an ethnographic project that involves fieldwork, data analysis, and writing.

ANT522 Archaeological Ethics

Hours 3

Students all encounter dilemmas in their everyday lives. Oftentimes, these situations do not present a clear solution, forcing us to ponder the morals and codes we live by and the manner in which we attempt to present logical responses to ethical conundrums. The field of archaeology may, at first, seem like an odd candidate for discussion of ethics given that it studies past peoples. Students will learn that archaeology is indeed heavily situated in the present and has many ties to such subjects as identity, notions of nationhood and nation-building, collective memory, and historical revision. This class will explore the legal and ethical dimensions of modern archaeology through a consideration of the archaeology as a profession, professional codes on archaeological ethics, the relationship between archaeology and others (the public, ethnic groups, collectors, etc.), international and national approaches to archaeological heritage management, the antiquities trade, maritime law, underwater archaeology, and treasure hunting, cultural resource management in the United States, and archaeological education.

ANT523 Legal Anthropology

Hours 3

What is law? Do all societies have it? Is there really something distinct about “thinking like a lawyer”? This seminar primarily draws on anthropological studies of legal systems and practices to show that the answers to these questions are surprisingly complex. We will study law both cross-culturally and, within the United States, cross-contextually, in order to explore what really distinguishes legal rules from cultural norms and to ask whether basic legal concepts exist across cultures.

ANT525 Geographical Information Systems for Archaeologists

Hours 3

This course covers the basic background and skills necessary to manage and analyze spatial datasets using GIS (Geographic Information Systems). We will emphasize the GIS concepts and techniques that are most useful to archaeologists, and we will be working with real archaeological data for all labs and projects. Topics include data acquisition, spatial queries, working with rasters, catchments, cost# surface analysis and visualization analysis. The course includes a weekly guided lab on ESRI ArcGIS software.

ANT527 Radiocarbon for Archaeologists

Hours 3

Radiocarbon (AMS 14C) dating is the most commonly used dating method in archaeological research. The purpose of this class is to gain a deep understanding of radiocarbon so that we, as archaeologists, can better sample/collect, calibrate, and analyze these data for our own research, and critically evaluate the scholarly literature. We will further our understanding of radiocarbon and its archaeological applications through course lectures, presentations and discussions of the recent literature, calculation and calibration activities, and individual research projects. This course has relevancy for any student interested in field archaeology, as it will train them to collect appropriate samples for dating and design dating strategies that are consistent with their research goals.

ANT528 Analytical Archaeology

Hours 3

Contemporary issues in concept formation, theory construction, methods, and techniques. Offered according to demand.

ANT533 Geoarchaeology

Hours 3

Geoarchaeology is a field-based discipline that implements earth science methods in archaeology. This course explores the varied applications of earth science in the investigation of archaeological sites by using a landscape-approach to survey geoarchaeological case studies. Methodological emphasis will be on stratigraphy, sedimentology, and soils. This course include will be mixed lecture and student-led seminar-style discussion on our weekly readings. Student participation in the form of weekly discussions, a research paper, and a final class presentation are expected. This course is intended for any student interested in learning more about field interpretation of archaeological sites.

ANT534 Archaeology of Food

Hours 3

This course will undertake a broad survey of the literature on modern and ancient foodways, addressing major themes including the domestication of plants and animals; food and social complexity; food, power, politics, and status; the daily meal; feasting and drinking; plating and presentation; food preferences/taste and disgust; and the intimate relationship between food and identity. Furthermore, we discuss the wide range of methods and techniques in the archaeologist's toolkit that aid in the undertaking of gastronomic research, including the analysis of plant and animal remains, residues recovered from cooking and serving ware, and the chemical composition of human bones.

ANT543 Adv Field Archaeology

Hours 3

Directed field study in the excavation and analysis of archaeological deposits. Each student must design and conduct a research project, then adequately report the results. Off campus.

ANT545 Historical Archaeology

Hours 3

12 hours of anthropology or permission of instructor; graduate standing This course combines the methods used in historical archaeology with a basic survey of the archaeological record of the historic period of North America.

ANT550 Probs In Anthropology

SP

Hours 3

Devoted to issues not covered in other courses. Offered according to demand.

Special Topics Course

ANT562 Ancient Andean Civilizations

Hours 3

The Andes is a region of geographic and environmental extremes that witnessed the early rise of complex societies long before the Inca Empire. In this course, we examine the prehispanic cultures that resided in this region—from the peopling of South America to the aftermath of Spanish Conquest.

ANT564 Paleoethnobotany

Hours 3

This laboratory class is designed to introduce archaeological laboratory methods, reasoning and interpretation through paleoethnobotanical identification and data analysis. We will be studying the major classes of plant remains likely to be encountered in archaeological sites, how to identify them, and how to organize the data to produce interpretable results. The course will emphasize the use of plant remains to answer archaeological questions, rather than study the plant remains for their own sake.

ANT574 Neuroanthropology

Hours 3

This course provides an introduction to evolutionary and biocultural approaches within anthropology to the central and peripheral nervous systems and their interconnections. Topics include the evolution of the brain; how culture and social structure shape the brain, its development, and its activity; and anthropological perspectives on connections among culture, behavior, brain, mind, and body.

ANT575 The Plastic Human: Our Biology, Culture, & Evolution

Hours 3

An introduction to the biocultural and evolutionary bases of human adaptability.

ANT576 Nutritional Anthropology

Hours 3

An introduction to anthropological inquiries and methods in nutrition including food habits, food systems, dietary variability, and food movements using an engaged anthropological framework. This experiential learning class teaches students how to conduct nutritional anthropological fieldwork within local community settings.

ANT581 Anthropology is Elemental: Teaching Anthropology in Primary and Secondary Settings

Hours 3

This course is an introduction to teaching anthropology at the primary and secondary levels. It is a service-learning course, which means that all students will serve as instructors in a local anthropology course offered in the Tuscaloosa area. This course will expose students to applied anthropology through teaching the anthropological perspective via an activity-based four-subfield curriculum in conjunction with local elementary schools, after-school programs, or similar community partners. These programs will be taught by teams, and each student will be responsible for attending weekly course meetings, developing curricular material and implementing it in a classroom setting, and co-teaching with other students.

ANT598 Individ Investigations

Hours 1-9

Directed nonthesis research in archaeology, cultural anthropology, anthropological linguistics, or physical anthropology.

ANT599 Thesis Research

Hours 1-6

No description available

ANT600 Research Design

Hours 3

This course will acquaint incoming graduate student with the logical sequence of stages involved in the conduct of original research, and to provide an introduction to the broad range of skills necessary to achieve this. Each student will be expected to design and carry out preliminary data collection, write up the results, and use the experience as the basis for writing a fundable research grant proposal. Prerequisites for the course are graduate standing, and consent of professor for any student not enrolled in the UA Anthropology graduate program.

ANT601 Advanced Research Methods

Hours 3

This seminar is designed to refine doctoral students' background in qualitative and quantitative research methods necessary for dissertation research. Emphasis is placed on the integration of qualitative and quantitative methods for students doing ethnographic research, and techniques of numerical induction for archaeology students.

ANT602 Advanced Qualitative Methods in Anthropology

Hours 3

This course provides students with an in-depth understanding of qualitative ethnographic research methods. It also provides students with the skills to understand and critically evaluate reports based on qualitative analysis. Students will learn to formulate qualitative research questions that tie directly into existing research literature.

ANT603 Theory & Method In Archaeology

Hours 3

An examination of contemporary archaeological theory and method and their development during the 19th and 20th centuries.

ANT604 Sem Archaeology Complex Society

Hours 3

Contemporary issues in the archaeology of complex societies, including different aspects of complexity and attempts to classify and measure them.

ANT610 Theory Method Medical Anthropol

Hours 3

A detailed introduction to theory and method in medical anthropology. Approaches include adaptation, biocultural, psychoanalytic, stress, and other theoretical perspectives.

ANT612 Sem Biocultural Anthropology

Hours 3

A biocultural overview of the anthropology of health. Topics include biological and cultural approaches to various dimensions of human health and illness.

ANT621 Native Americans Ethnohy Persp

Hours 3

An examination of Indians and Eskimos of North America during the historical period, focusing on the impact of European contact on culture and society.

ANT625 Survey History Archaeology

Hours 3

A critical examination of archaeology's history as a science, with emphasis on intellectual trends, changes in method and theory, and recent developments. Offered once a year.

ANT640 Landmarks Anthropology Research

Hours 3

This course examines seminal works in the history of anthropology. Works may include books or smaller publications that exemplify important developments in theory and method.

ANT641 Culture

Hours 3

This seminar reviews past and contemporary theories and approaches used in cultural anthropology.

ANT670 Principles of Biological Anthropology

Hours 3

A series of seminars and lectures designed to refine the student's knowledge of research on nonhuman primates, fossil hominids, population genetics, and human variation and adaptation. Offered once a year.

ANT698 Individual Investigations

Hours 1-9

Directed dissertation research in archaeology, cultural anthropology, anthropological linguistics, or physical anthropology.

ANT699 Dissertation Research

Hours 1-15

No description available

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ARB580 Readings in Arabic

SP

Hours 3

This course focuses on the acquisition of basic grammatical structures, expanding vocabulary and reading comprehension skills. It develops functional communication abilities in written Modern Standard Arabic. Topics will be presented using authentic materials. The course is also designed to help students gain a better understanding of cultural practices and perspectives in many Arabic countries. This course is for graduate programs campus-wide. It will provide graduate students with the necessary knowledge and tools in their research, especially with scientific terms and language structure. Students intending to do research in or about the Middle East and North Africa will find this course beneficial.

Prerequisite(s): Instructor's approval. Placement test for language level.

Special Topics Course

ARB604 Feminist Theory and Arab Literature

Hours 3

This course allows for an in-depth look at the diverse literature written by women or about women who represent a number of cultures in the Arab world in nations from the Mashrek (Middle East) to the Maghreb (North Africa). The second primary goal is to study such women through the eyes of leading Arab women theorists who have made an impact not only in their own countries, but also on disciplines intersecting with women's and gender studies worldwide. Students will explore through literary texts the Arab woman's place in her respective society, in political and economic systems, and in the family. The course will provide an overview of Arab and Islamic feminism throughout history, from its origins to recent movements. Newer theories in gender studies will also be included in the course. Theories from Cultural Studies will also be studied because in-depth studies of the condition of the Arab woman reveal that sources of oppression are more culture-based.

ARH550 Literature Of Art

Hours 3

Principles and methodology of the discipline as described in the writing of its founders and chief makers; bibliographical research method and mastery. Required of all art history MA students.

ARH552 Advanced Research Seminar

Hours 3

This advanced seminar focuses on the development and application of discipline-specific research skills. Students will broaden their knowledge of art historical methodologies and themes generally, as well as construct a research program specific to their area of study (Medieval, Early Modern, Modern/Contemporary, etc.). Each class session will address a different theme or topic that students will discuss in relation/apply to individual topics or questions. Generally, these sessions will focus on historiographic issues, ideas, and trends, as well as professional expectations with regard to scholarship and academic practice. As part of this course, students are expected to work closely not only with the instructor and their peers in the class, but also with their major (faculty) advisor. This seminar is intended to be taken after students complete ARH 550 (Literature of Art) since it demands the further study and application of the methods and theoretical approaches learned in that course.

Prerequisite(s): ARH 550

ARH555 Asian Seminar

Hours 3

This seminar course considers a broad range of issues, objects, and themes relevant to the study of Asian art.

ARH560 Medieval Seminar

Hours 3

This course considers a broad range of issues, objects, and themes relevant to the study of art and architecture in medieval Europe. Class sessions will be organized around readings selected to introduce existing scholarship and methods while stimulating new questions for future research.

ARH565 Topics in Renaissance Art/Renaissance Seminar

SP

Hours 3

This graduate-level seminar will explore a variety of critical themes and issues in the study of Early Modern/Renaissance art.

Special Topics Course

ARH570 Baroque & Rococo Seminar

Hours 3

This seminar course considers a broad range of issues, objects, and themes relevant to the study of Baroque or Rococo art.

ARH575 Nineteenth-Century Seminar

Hours 3

This seminar course considers a broad range of issues, objects, and themes relevant to the study of nineteenth-century art.

ARH577 American Art Seminar

Hours 3

This seminar course considers a broad range of issues, objects, and themes relevant to the study of American art in a historical context.

ARH580 Twentieth-Century Seminar

Hours 3

This seminar course considers a broad range of issues, objects, and themes relevant to the study of modern or contemporary art.

ARH588 Topics in African American Art Graduate Seminar

SP

Hours 3

This course considers a broad range of issues, objects, and themes relevant to the study of African American art. Class sessions will be organized around readings selected to introduce existing scholarship and methods while stimulating new questions for future research. Topics may include African American Photography, American Spectacles and Race, African American Film, African American Portraiture, and Race and American Mythologies.

Special Topics Course

ARH598 Independent Study

SP

Hours 3

Independent study allows students to pursue academic interests outside the formal classroom setting under the supervision of a faculty member of the department. The activities may include reading, research, or a special project. Independent study is not a substitute for courses regularly available in the department curriculum and is only available to students who are ready to conduct in-depth and largely self-directed research on a specific topic. Enrollment is subject to approval by the Graduate Program Director and a supervising faculty member. A proposal of the topic, and program of work must be submitted to the instructor for approval.

Prerequisite(s): Graduate student status and permission of the instructor

Special Topics Course

ARH599 Thesis Research

Hours 1-12

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in art history. The course is conducted under the guidance of the thesis advisor. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing a unique research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

ART506 Independent Studies

SP

Hours 1-6

Students may make proposals for projects not taught in the regular curriculum. These must be approved by a faculty sponsor and the chairperson of the department.

Special Topics Course

ART508 Special Projects

Hours 3

Special projects course titles include Alternative Photographic Process, Photo-based Printmaking, Water Media on Paper, Figurative Modeling and Sculpture, Experimental Drawing and The Photographic Artist's Book.

ART510 Advanced Drawing Seminar

Hours 3

The focus of this course will be the study and production of drawings as an activity that documents our memories, examines and explains the world around us, transforms our perceptions of time and space, and helps us invent new ways of seeing and thinking.

ART511 Graduate Seminar

Hours 3

A critical examination of contemporary issues, philosophies, criteria, and ideas in art.

ART512 Ceramics

Hours 2-6

The ceramics program has a fully equipped facility with a complete inventory of clay and glaze materials. Facilities include equipment for clay mixing and preparation; workstations for forming and throwing; gas, wood fire, raku, and electric kilns; and materials for experimental kiln construction. Personal instruction is given in all forming techniques, glaze calculations, and firings. Students are encouraged to experiment with the medium and explore new processes. Emphasis is placed on the student's development of concepts and forms.

ART516 Painting

Hours 2-6

The primary goal of the painting program is to enhance the student's ability in conceiving of a strong personal vision. The program defines painting as a complex and vital art form that exists in a state of constant flux, a tradition that is both mired in history and capable of regularly redefining itself. It equally embraces students who define painting as a practice that goes far beyond the brush, and those who employ more traditional methodologies.

ART518 Photography

Hours 2-6

Photography is viewed as a means of personal expression and exploration, emphasizing development of the student's vision. Instruction is individually tailored and, although the facilities are designed for black and white printing, the exploration of alternative applications is encouraged. Graduate students are expected to increase their knowledge of the history of photography and contemporary art, and participate in teaching undergraduates. Facilities include a film developing area, two darkrooms, and a critique space. Computers are accessed through the digital media area.

ART520 Printmaking

Hours 2-6

Graduate printmaking is conducted in a workshop situation, including group critiques and technical demonstrations. The program philosophy embraces a broad spectrum of activities relating to the idea of the multiple and the history of printed material. Students are expected to master traditional techniques and encouraged to work in an interdisciplinary manner, exploring the boundaries of the media area. The facility comprises equipment for intaglio and relief printing, stone and plate lithography, screen printing, and photo-based/digital printmaking.

ART522 Sculpture

Hours 3-6

The sculpture program allows students to work with an extensive range of media and processes while emphasizing conceptual development and refined technical ability. Sculpture encompasses traditional media, methods, and processes as well as technologies that can be adapted to sculptural activities, idioms, and forms. Facilities include a full wood shop, metal fabrication shop, foundry, critique/installation room, and graduate studio space.

ART525 Graduate Critiques

Hours 3

This course examines the studio practice through critical discourse, defending and discussing aesthetic philosophy and its application to research in the visual arts.

ART612 Ceramics

Hours 2-6

The ceramics program has a fully equipped facility with a complete inventory of clay and glaze materials. Facilities include equipment for clay mixing and preparation; workstations for forming and throwing; gas, wood fire, raku, and electric kilns; and materials for experimental kiln construction. Personal instruction is given in all forming techniques, glaze calculations, and firings. Students are encouraged to experiment with the medium and explore new processes. Emphasis is placed on the student's development of concepts and forms.

ART616 Painting

Hours 2-6

The primary goal of the painting program is to enhance the student's ability in conceiving of a strong personal vision. The program defines painting as a complex and vital art form that exists in a state of constant flux, a tradition that is both mired in history and capable of regularly redefining itself. It equally embraces students who define painting as a practice that goes far beyond the brush, and those who employ more traditional methodologies.

ART618 Photography

Hours 2-6

Photography is viewed as a means of personal expression and exploration, emphasizing development of the student's vision. Instruction is individually tailored and, although the facilities are designed for black and white printing, the exploration of alternative applications is encouraged. Graduate students are expected to increase their knowledge of the history of photography and contemporary art, and participate in teaching undergraduates. Facilities include a film developing area, two darkrooms, and a critique space. Computers are accessed through the digital media area.

ART620 Printmaking

Hours 2-6

Graduate printmaking is conducted in a workshop situation, including group critiques and technical demonstrations. The program philosophy embraces a broad spectrum of activities relating to the idea of the multiple and the history of printed material. Students are expected to master traditional techniques and encouraged to work in an interdisciplinary manner, exploring the boundaries of the media area. The facility comprises equipment for intaglio and relief printing, stone and plate lithography, screen printing, and photo-based/digital printmaking.

ART622 Sculpture

Hours 3-6

The sculpture program allows students to work with an extensive range of media and processes while emphasizing conceptual development and refined technical ability. Sculpture encompasses traditional media, methods, and processes as well as technologies that can be adapted to sculptural activities, idioms, and forms. Facilities include a full wood shop, metal fabrication shop, foundry, critique/installation room, and graduate studio space.

ART625 Graduate Critiques

Hours 3

This course examines the studio practice through critical discourse, defending and discussing aesthetic philosophy and its application to research in the visual arts.

AY521 Theoretical Astrophysics

Hours 3

This course provides a broad introduction to the theoretical foundations of astrophysical phenomena, demonstrating how fundamental phenomenology arises from physical laws. Several broad domains of astrophysics are covered, including planetary and stellar orbits, radiation, radiative transfer, ionization, star and planet formation, stellar evolution, binary stars, special and general relativity (including black holes), galactic structure and dynamics (including dark matter), active galaxies, spacetime structure, formation of large scale matter structure, and cosmology (including the accelerating expansion of the Universe, dark energy, and Grand Unification of forces in the early Universe).

AY533 Observational Techniques

Hours 3

Theoretical and practical aspects of modern astronomical observational techniques. Photometry, spectroscopy, interferometry, and optical and radio data reduction and image processing.

AY550 Stars & Stellar Evolution

Hours 3

This course is intended to facilitate a fairly complete understanding of stars, including their structure, evolution (formation, stages of burning, end states), synthesis of elements, and the physical processes involved in each of these, as well as introduce the modern computational modeling techniques used to apply stellar physics to stars. For astronomy students, this course will provide the background necessary to understand the underlying principles of stellar processes and modelling as they are used both in ongoing research into stellar physics and phenomena and in support of other areas of astronomical research where stellar populations, products and processes are important. In a broader context, relevant for any physics student, this course will discuss how understanding the physical principles in fluid dynamics, high-density materials, heat transfer, plasma physics, nuclear structure, and nuclear processes are assembled into our modern understanding of how stellar objects behave, and how the study of stars pushes the frontier of understanding in these areas of physics.

AY580 Cosmology

Hours 3

This course surveys the evolution of the universe, including discussion of general relativity, the Standard Big Bang Cosmology, cosmological inflation, the cosmic microwave background, large scale structure, baryogenesis, dark matter and dark energy.

AY582 Selected Topics in Astronomy

SP

Hours 1-3

This course may deal with any astronomy topic not covered by existing courses. The course title is added at the time the course is taught. Repeat credit is allowed for different course titles.

Special Topics Course

AY590 Research Techniques

Hours 3

This course provides graduate students with domain-specific skills and knowledge in their research specialty. This training is expected to be undertaken in the context of active engagement by the student in an ongoing or semester-long research project. Alternatively, if formal preparation beyond the available courses is necessary for a student's success within their specialty, such formal preparation (reading, assignments, etc) will be performed under the direction and supervision of the instructor. Any combination of active research and additional specialty formal preparation may be specified by the instructor, as is necessary to advance the student's knowledge and skill toward that necessary to plan and perform successful research in their specialty.

Prerequisite(s): Permission of instructor is required. Core courses must be completed before taking this Research Techniques course.

AY597 Astrophysics Seminar

Hours 1

Required of all full-time physics graduate students specializing in astronomy each semester in residence. Students must attend weekly seminars and make one oral presentation.

AY620 Extragalactic Astronomy

Hours 3

This course surveys the observational and physical aspects of galaxies, clusters of galaxies, active galaxies, quasars, and astrophysical cosmology. The cosmic distance scale and galaxy evolution will be addressed. On successful completion of this course, a student will be prepared to understand the relevant research literature and be ready to embark on independent research in these topics.

AY630 Stellar and Galactic Dynamics

Hours 3

The subject of this course is the dynamics of collisionless objects (stars and dark matter) within self-gravitating systems, i.e. within galaxies and star clusters. The course is primarily theoretical, but there will be considerable discussion of the connections to observations. The approach will combine rigorous mathematical analysis with computational experiments.

AY640 Radiation Processes in Astrophysics

Hours 3

This course covers radiative transfer, blackbody radiation, and non-relativistic and relativistic electromagnetic radiation processes, including bremsstrahlung, synchrotron and Compton radiation, as well as atomic and molecular transitions.

AY682 Selected Topics in Astronomy

SP

Hours 1-3

This course may deal with any astronomy topic not covered by existing courses. The course title is added at the time the course is taught. Repeat credit is allowed for different course titles.

Special Topics Course

BSC500 Vertebrate Funct Morphol

Hours 4

Morphology of animals, primarily vertebrates, with emphasis on functional aspects of anatomy. Laboratory deals mainly with comparative anatomy of the vertebrates. Offered fall semester.

BSC501 Molecular Ecology

Hours 3

This course examines how variation in nucleic acid or protein sequences allow organisms or populations to function within, and adapt to, their environment.

BSC505 Introduction to Graduate Studies in Biological Sciences

Hours 2

This graduate level course presents topics designed to accelerate the progress and success of incoming and early stage graduate students as they transition into a M.S. or Ph.D. program in Biological Sciences. As a career preparation course, it aims to provide graduate students the practical skills and tools that will be applicable throughout their careers, regardless of their research focus.

BSC507 Research Tech In By

Hours 1-6

Individualized instruction and the application of research techniques to specific problems for graduate students in the department. Offered fall and spring semesters.

BSC511 Phage Discovery Laboratory

Hours 3

A research-based laboratory course that isolates and characterizes bacterial viruses (phages) using modern microbiology, microscopy, and molecular biology techniques.

Prerequisite(s): Graduate Standing or permission of the instructor.

BSC512 Limnology

Hours 3

A study of freshwater environments and organisms living in lakes, ponds, and streams. Offered fall semester.

BSC513 Cave Biology

Hours 3

This class focuses on biology related to caves and subterranean habitats, including biodiversity, ecology, evolution, microbiology, conservation, and applications to human health.

Prerequisite(s): Undergraduate courses in genetics and ecology or permission of the instructor

BSC514 Marine Biogeography and Evolution

Hours 3

Although the study of biogeography and evolution isn't fundamentally different in the ocean than it is on land, important differences exist in the history and pace of discovery, as well as in the mode and tempo of how biodiversity is generated, distributed, and maintained across geographic space. In this course we will focus on historical and contemporary biogeography in the marine realm, and compare and contrast evolutionary processes between marine and terrestrial ecosystems. There will be a special focus on the origin of marine biodiversity hotspots, geological processes & extinction, ocean currents, temperature gradients, depth gradients, the relative contribution of allopatric and sympatric speciation, gene flow, and effective population sizes.

Prerequisite(s): Undergraduate courses in general biology, genetics, and ecology or by instructor permission

BSC515 Wetland Ecology

Hours 3

An in-depth analysis of wetland ecology emphasizing the biology and ecology of vascular plants, including plant adaptations to anaerobic soils, reproductive adaptations, habitat, and plant zonation, and the role of plants in ecosystem function.

BSC516 Disease Ecology

Hours 3

This class will focus on the study of host-pathogen interactions within the context of their environment and evolution.

BSC517 Environmental Modeling

Hours 3

An integrated survey of quantitative principles and computer-based solution techniques important for understanding environmental systems and for environmental problem solving. Offered alternate fall semesters.

BSC518 Comparative Neuroanatomy

Hours 3

This course covers the study of the general principles of neuroanatomy across invertebrates and vertebrates, including their evolutionary relationships, brain morphology, and cellular biology. Anatomy will be learned via hands-on dissection and illustrations of various neural structures from flies to sheep.

Prerequisite(s): Undergraduate courses in cell biology and ecology or by permission of instructor

BSC519 Evolutionary Genomics

Hours 3

Evolutionary Genomics explores fundamental aspects of genome structure and function in an evolutionary context. Course topics range from chromatin structure evolution to whole genome duplication, and explores how these genomic traits impact the evolution of different organisms.

BSC520 Principles Of Systematics

Hours 4

An introduction to the principles, methods and applications of systematic zoology and the zoological classifications. Offered alternate fall semesters.

BSC521 Personalized and Genetic Medicine

Hours 3

This course will examine biological techniques that are advancing medical research and care. Topics include personalized medicine, direct-to-consumer genetic testing, predictive medicine, pharmacogenomics, and preimplantation genetic diagnosis. It will also explore concomitant ethical, legal, and societal ramifications related to many of these discoveries, such as ownership of biological material, informed consent for human experimentation, the burden of knowledge regarding genetic information, eugenics, and the Genetic Information Non-Discrimination Act.

BSC522 Biology of Cancer

Hours 3

This course is an introduction to the biological principals that explain the origins, development, pathology, and treatment of cancer. Students will work in teams assigned to particular types of cancer and will investigate what is known on various topics as related to that type of cancer.

Prerequisite(s): Must be enrolled in university graduate program.

BSC524 Human Physiology

Hours 3

Examines the cardiovascular, digestive, endocrine, muscular, neural, renal, reproductive and respiratory systems. Offered spring semesters.

BSC525 Human Physiology Lab

Hours 2

Centers on principles of physiology and instrumentation for physiology. Offered alternate fall semesters.

Prerequisite(s): None. Corequisite: BSC 524.

BSC526 Computational Biology Lab

Hours 3

Computational Biology Lab introduces the programming skills, statistical methods and conceptual foundations necessary to pursue computational analysis and modeling of biological systems. This course is designed for biology students, and it is not expected that students will have prior with experience with computing or programming.

BSC528 Biology Of Fishes

Hours 4

A survey of the structure, function, ecology, and classification of fishes. Offered alternate spring semesters.

BSC529 Neurophysiology

Hours 3

How do brains work? This course, designed for upper-level undergraduate and graduate students, aims to provide an in-depth examination of quantitative, physical and chemical principles that govern nervous system function. Topics covered include electrical properties of cells, ionic homeostasis, action potential generation, synaptic transmission and the generation of stereotypic activity patterns in neural circuit and systems.

Prerequisite(s): Graduate standing

BSC530 Introduction to Pharmacology

Hours 3

This course will cover the basic principles of pharmacology including mechanisms of drug action and drug absorption, distribution, metabolism, and excretion.

BSC531 Pathogenic Microbiology

Hours 3

A study of microorganisms related to health and disease. Offered spring semester.

BSC534 Plant Systematics

Hours 4

Characteristics and distribution of the major families of vascular plants, and practice in the collection and identification of flowering plants. One weekend field trip is required. Offered alternate spring semesters.

BSC535 Immunology

Hours 4

Thorough exploration of various aspects of modern immunology at the molecular and cellular levels. Offered fall semester.

BSC537 Epidemiology of Pathogens

Hours 3

This course will acquaint students with the principles of epidemiology and provide an understanding of the applications of epidemiology to public health and global disease burden. Major concepts include introductions into the various applications of epidemiological studies; discrimination between epidemics caused by infectious organisms, genetic backgrounds, and human behavior; and examples of how epidemiology can be applied in a clinical setting.

Prerequisite(s): Undergraduate course in microbiology or permission of the instructor

BSC539 Bch/Molecular Biology Lab

Hours 3

A survey of the common analytical techniques used in molecular biology. Topics include protein purification and characterization, enzymology, DNA isolation and restriction endonuclease mapping, and gene cloning. Offered spring semester.

BSC541 Developmental Biology

Hours 3

The course provides basic information about events in developing animal systems, emphasizing cellular, molecular, and genetic research approaches to the study of development. Offered spring semester.

BSC542 Integrated Genomics

Hours 4

This advanced undergraduate/graduate level course will introduce you the major technologies and concepts in genomics, familiarize you with some publicly available of bioinformatics databases and tools, contribute to the public knowledge base through your own bioinformatics and literature based research, and give you hands-on experience with genomics wet lab methods. This course will also provide information on careers in biotechnology.

BSC544 General Virology

Hours 3

The molecular biology of bacterial, animal, and plant virus replication, including the biophysical, biochemical, and biological properties of virus particles. Offered spring semester.

BSC548 Animal Behavior

Hours 3

This course is designed to provide modern perspectives on the study of animal behavior, pulling from fields as diverse as evolutionary biology, ecology, neurobiology and economics. However there will be a historical undercurrent which will illustrate the roots of this truly interdisciplinary field.

BSC549 Endocrinology

Hours 3

A detailed examination of the vertebrate endocrine system that uses a comparative approach to explore intricate relationships between the brain, endocrine glands, hormones and target organs.

BSC550 Fundamentals of Biochemistry

Hours 3

A one-semester survey of protein structure, enzyme kinetics, bioenergetics, and metabolism and its regulation. Offered fall and spring semesters.

BSC551 Bch/Molecular Biology II

Hours 3

A one-semester survey of the synthesis, processing, and degradation of DNA, RNA, and protein and the regulation of these processes. Offered spring semester.

BSC553 Biochemistry Lab

Hours 3

This course is an advanced laboratory course which will introduce students to some basic concepts and common modern techniques used in biochemical/molecular biology/cell biology research. A broad spectrum of techniques will be presented to students, including native protein purification from animal tissue, chromatography, electrophoresis, characterization of molecular weight and sequences of the purified protein through mass spectrometry, enzymatic kinetics studies, and spectroscopic analysis. For students who have interest and aspire to pursue a research career in biochemistry, cell biology, molecular biology, immunology and/or other related biological science areas, this course will provide basic training and experience for a smooth start for their future laboratory work.

BSC555 Chemical Ecology

Hours 3

Chemical interactions underlie and generate the biotic environment in which we live. This course will examine chemical interactions between organisms that can happen on different levels, from cell-cell interactions, intraspecific and multitrophic-level interactions, to community-wide interactions and ecological processes.

BSC556 Microbial Ecology

Hours 3

A study of microorganisms in the environment, with emphasis on their roles in energy transformations, biogeochemical cycles, and biotic interactions. Offered alternate fall semesters.

BSC558 Drug Discovery Laboratory

Hours 3

A research-based laboratory course that focuses on the identification of new drug leads from natural products using modern pharmacognosy, phytochemistry and phytopharmacology techniques.

BSC560 Human Developmental Biology

Hours 4

Development of the human embryo and fetus, including molecular, physiological, and structural aspects of morphogenesis and functional development. Offered irregularly.

BSC561 Ecohydrology

Hours 3

Ecohydrology is the interdisciplinary study of how water flows through and interacts with ecosystems. In this course, students will explore fundamental concepts in hydrology; plant-water interactions and their impact on the structure and function of ecosystems; the movement of materials and energy through watersheds; and ecohydrologic concepts in natural resource management.

Prerequisite(s): BSC 385 or permission of instructor.

BSC562 Biological Barriers in Health and Disease

Hours 3

The biological barriers offer a formidable separation between various compartments in the body or to the environment. Often times these are cellular barriers that when functioning properly, allow for normal healthy tissue function. However, when these barriers fail, complications such as infection, cancer, cystic fibrosis, and other diseases can occur. This course will examine the various physical and cellular barriers with special emphasis on human and biologically relevant model systems, to study their function in health and dysfunction in disease.

Prerequisite(s): BSC 300 or permission of instructor

BSC564 Biology Of Algae

Hours 4

Freshwater and marine algae and their structure, development, taxonomy, and distribution. Offered irregularly.

BSC565 Principles Of Toxicology

Hours 3

A study of the extent and significance of toxic agents in the environment and the biological processes which determine their behavior, fate, and ultimate effect on human health. We will cover basic principles of toxicology, including cellular penetration, distribution, metabolic conversion, and elimination of toxic agents, as well the basics of different body systems, and the effects of exogenous chemicals upon those systems.

Prerequisite(s): BSC 300 and BSC 315 or equivalent courses, or permission of the instructor

BSC567 Data Management and Visualization in R

Hours 3

An introduction to the R computing environment with emphasis on data management and visualization.

Prerequisite(s): BSC 300 or BSC 310 or BSC 385

BSC569 Histology Of Vertebrates

Hours 4

No description available

BSC570 Principles of Population Genetics

Hours 3

Population genetics is the study of how evolutionary forces (genetic drift, natural selection, mutation, and gene flow) affect allele and genotype frequencies in populations. Population genetics is a field with a rich theoretical history that has allowed scientists to make predictions about these evolutionary processes. With the advent of massive amounts of genetic data in many species, it is now possible to test these predictions, and a solid foundation in theory, its expectations, and assumptions is crucial for interpreting results from genetic analyses. Students should expect to learn how evolutionary forces acting on individuals affect patterns of inheritance and ultimately drive the changes we see between species.

Prerequisite(s): Must be enrolled in university graduate program.

BSC571 Plant Physiology

Hours 3

Plant physiology is a survey course covering all aspects of plant transport, translocation of nutrients, plant biochemistry, plant metabolism and plant growth and development considered in depth.

BSC573 Bioinformatics

Hours 3

Bioinformatics BSC 473/573 is a lecture course that covers the tools and approaches necessary to perform computational analysis of large datasets. We will focus on analyzing high-throughput sequencing data although the tools we will learn are applicable to a wide range of modern biological questions. Specific topics include operating in a UNIX/bash shell environment, scripting, genome assembly, alignment, and algorithms. BSC 473/573 is a writing course and writing proficiency within this discipline is required for a passing grade in this course.

Prerequisite(s): Graduate standing

BSC575 General Entomology

Hours 4

A survey of the structure, function, classification, and habits of insects. Offered irregularly.

BSC576 Aquatic Insects

Hours 4

A survey of aquatic insects, with emphasis on their identification, life histories, and ecology. Offered alternate spring semesters.

BSC577 Invertebrate Zoology

Hours 4

The classification, morphology, evolution, and ecology of invertebrate animals.

BSC578 Microbiomes in Health and Disease

Hours 3

This class focuses on the study of host-microbiome interactions within the context of their environment, evolution, and global health.

BSC580 Plant Ecology

Hours 3

This course will examine the ecology of plants at different levels: individual, population and community.

BSC581 Foundations in Advanced Biostatistics with Applications to R

Hours 3

This course provides an overview to common statistical methods used in biological research, using case studies from biology, ecology, and natural resources management. The overarching objective of this course is to give students the ability to use and effectively evaluate biological data. We will demonstrate and conduct statistical analyses with an emphasis on utilizing the statistical computing language, R, to apply statistical concepts to biological and ecological data.

Prerequisite(s): Graduate standing or permission of the instructor.

BSC582 Conservation Biology

Hours 3

A thorough examination of the principles of conservation biology. Offered alternate spring semesters.

BSC583 Evolution

Hours 3

Thorough investigation of evolution, including population genetics, molecular evolution, adaptation, and speciation.

BSC584 Aquatic Biology Seminar

Hours 1

Review and discussion of current topics in aquatic biology. Offered spring semester.

BSC585 Foundations in Forest Resources and Conservation

Hours 4

This course provides an introduction to the foundational ideas of forest resources and conservation. The course includes a history of the forestry profession and a variety of perspectives to develop students' knowledge of forestry field and research methods. This course also helps students develop an understanding and appreciation of the diversity of forest resources both here in Alabama and globally.

BSC587 Biogeography

Hours 3

Examination of the ecological and historical factors influencing the geographical distribution of plants and animals.

Prerequisite(s): Undergraduate or graduate-level course in ecology.

BSC590 Stream Ecology

Hours 4

A thorough study of the structural (physical and biological) and functional (energy flow, nutrient cycling, community structure) attributes characteristic of stream and river ecosystems. Offered alternate spring semesters.

BSC594 Signal Transduction Neuroby

Hours 3

Seminar on current topics related to signal transduction, as it pertains to the molecular basis of neurobiology and development. Offered alternate fall semesters.

BSC598 Non-Thesis Research

Hours 1-15

Non-Thesis Research.

BSC599 Thesis Research

Hours 1-15

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in Biology. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

BSC601 Biological Sciences Seminar

Hours 1

This course will introduce graduate students to a diversity of current topics and expand their knowledge of the methodology and application of research and research methods in the biological sciences. In addition to attending seminars by invited speakers and departmental faculty members, the course will also provide graduate students with instruction and practice in the oral presentation of research data.

BSC604 Scientific Writing and Data Presentation

Hours 3

This course will teach students writing skills for grant proposal and research paper preparation as well as other data presentation techniques in the biological sciences.

Prerequisite(s): Graduate standing or permission of the instructor.

BSC607 Adv Research Tech In By

Hours 1-6

Individualized instruction and the application of research techniques to specific problems at an advanced level for graduate students in the department. Offered fall and spring semesters.

BSC610 Pedagogy in Biological Sciences

Hours 3

Discussion of topics associated with teaching biology at the college-level, including reviews of the literature associated with science education, metacognition, and the scholarship of teaching and learning.

BSC615 Integrative Biology Seminar

Hours 1

This course is designed to provide modern perspectives on integrative biology through primary literature review and by reviewing graduate student manuscripts, conference presentations, and grant proposals. The course also will provide opportunities for graduate students to gain professional development advice and to learn more about statistical techniques for analyzing experimental data.

BSC620 Molecular Systematics

Hours 4

Theory and methods of phylogenetic analyses using molecular sequence data. Students will be able to select appropriate loci for the desired level of phylogenetic analysis, align sequences, generate phylogenetic hypotheses with a variety of inference methods, generate and evaluate branch-support values, and infer evolutionary patterns of from phylogenetic trees. Students will be able to critically evaluate phylogenetic methods and the support for conclusions reached in the phylogenetic literature for organisms across the Tree of Life.

Prerequisite(s): BSC 520

BSC621 Neurobiology

Hours 3

This course is an exploration of the fundamental principles of brain structure and function. Topic covered include the structure and function of neurons and glia, principles of sensory transduction, organization of sensory and motor circuits, and biological basis of complex behavior. Aspects of clinical neuroscience will be discussed to illustrate key concepts. Students will also critically evaluate foundational primary literature in the field of Neurobiology.

BSC650 Foundations of Ecology

Hours 3

This course emphasizes the current big ideas in ecology and the history behind these concepts. Students will gain an understanding of a common set of concepts and major lines of ecological development that characterize current research by reading early papers from the Foundations of Ecology. They will match current journal papers on a similar topic to compare changes in ecological thought over the decades. The progression of ideas will move from early to current work on populations, models of population growth, competition, and predator-prey dynamics as well as the early and more recent niche concepts. Students then consider community ecology, succession, and plant-animal interactions as well as ecosystem research on food webs, energy flow, and nutrient cycling. Students refine their research interests by leading discussions and selecting some of the papers for discussion that relate to their own research projects. Papers are meant to help students to initiate writing an introduction to their dissertation or thesis prospectus and prepare to meet with their dissertation committee members for further developing their ideas.

BSC652 Community Ecology

Hours 3

Thorough investigation of theory and empirical studies of ecological communities (plant, animal, microbial), including methods, community structure, diversity, succession, links to ecosystem function, resource management. Offered alternate spring semesters.

BSC656 Microscopical Techniques

Hours 4

An introduction to the methods and applications of electron microscopy in biological research, including techniques for preparation of biological specimens, operation of the transmission and scanning electron microscopes, and photography. Offered irregularly.

BSC657 Advanced Techniques in Microscopy

Hours 1

This course provides individual training on the use of different equipment in the Optical Analysis Facility in support of graduate student research. Emphasis will be placed on sample preparation techniques and advance microscopy usage (e.g., confocal microscopy, transmission electron microscopy and scanning electron microscopy).

BSC666 Disease Models and Mechanisms

Hours 3

A graduate level seminar on current topics related to use of animal model systems, as they pertain to the molecular basis of human disease. This course is designed to expose students to recent research in a variety of diseases. The instructor and students will give lectures that provide a general survey of current disease research topics. During each class, a student will give an introduction on the particular disease being discussed that week. This introduction usually contains some basic information about the disease (e.g. symptoms, incidence rate, diagnosis and prognosis) as well as the known and unknown aspects of what causes the disease. Detailed student presentations will then follow on specific and recent literature within that topic with a focus on molecular mechanisms. This is designed to foster interactive class discussion and to strengthen the analytical and presentation skills of graduate students in cell and molecular biology. Emphasis on critical thinking and evaluation of scientific approaches and application of methods will be a major component of this course. In addition to the presentation of a disease topic and participation of the course in each class, as a final assignment, students will be asked to write a "News and Views" type "preview" article on a recent or in-press article related to human disease modeling. If demonstrating appropriate scholarly value, select articles might be revised under the supervision of the instructor and then submitted for publication to an appropriate journal, such as Disease Models and Mechanisms or the Journal of Neuroscience. Specific guidelines for this assignment are provided. Assessment of student progress in terms of pre-test/post-test, written critiques of presentations and writing assignments will be provided. Following each class, Dr. Caldwell will provide immediate feedback on their presentation and suggest areas for improvement. Outline of Course Topics: 1) the molecular basis of select diseases 2) strengths/weaknesses of specific animal model systems (worms, flies, mice, zebrafish) 3) role of genetic, cellular, and molecular processes in disease 4) application of model systems toward therapeutic development.

Prerequisite(s): Graduate Student Status

BSC675 Global Change Biology

Hours 3

Students will take a detailed look at climate change across a variety of scales (species to biomes) using primary literature sources. Each student will lead a discussion in an area of climate change of their choice (e.g. climate change leading to disease, climate change and biological feedbacks, alteration in climate and storm intensity, decline of amphibians); these topics need not be limited to biological subjects. Students will be expected to participate in critiques of primary literature, class discussions, and the development of an individual proposal (including preproposal, budgets, and panel discussions of funding).

Prerequisite(s): Must be enrolled in University Graduate Program.

BSC681 Topics in Drosophila Biology

SP

Hours 1

This is a graduate level course on the current genetic research methods and technologies using *Drosophila* as a model system. The course covers topics including using *Drosophila* to model human disease, developmental biology, evolution and development, and ethics and professionalism in science.

Special Topics Course

BSC695 Spec Topics Biolog Sci

SP

Hours 1-4

Courses with this number may address any biological topic not covered by existing courses. The credit hours and format are arranged as appropriate to each topic. The specific course title is added at the time the course is taught. Offered irregularly.

Special Topics Course

BSC696 Resident Study

Hours 2-6

Credit for the course is determined by the extent of the coursework. Offered fall and spring semesters.

BSC698 Res Not Rel Dissertation

Hours 1-15

Research Not Related to Dissertation.

BSC699 Dissertation Research

Hours 1-15

Dissertation Research.

CD501 Introduction to Research Methods

Hours 3

This course covers the study of research methods for use in communicative disorders and related disciplines. This includes an emphasis on evaluation of experimental design for clinical research and critical reading of published research.

CD502 Psychology of Language

Hours 3

Language is a system of symbols that we use to communicate. The power of this system enables us to share the contents of our minds with other people who share that language. The evolution of language has profoundly shaped the lives of human beings, enabling our species to transmit knowledge from one generation to the next. This accumulated knowledge over time and space has allowed humans to proliferate as a species. New words are added to a language as new ideas emerge. The psychology of language is the study of the processes by which we as human beings generate grammatical sequences of linguistic symbols for comprehension by the listener.

CD506 Augmentative/Alternative Communication & Children with Disabilities

Hours 3

This course will review the basic aspects of the field of augmentative/alternative communication including aided and unaided symbols, strategies, and techniques. This course will also explore the complex needs of children with disabilities and the role of the SLP as a member of the child's interdisciplinary care team.

CD508 Diagnostic Practicum

Hours 3

The course is designed to provide graduate students in speech-language pathology with clinical practicum experience evaluating individuals across the lifespan who present with a wide variety of speech, language, feeding and swallowing, hearing and other communication needs.

CD509 Language 1

Hours 3

Advanced study of typical and atypical language and communication development. Presentation and discussion of theories, individual differences, and cultural differences in ages 0-5.

CD512 Language 2

Hours 3

Advanced study of typical and atypical language and communication development ages 5 to 21 years. Presentation and discussion of theories, practices and methods of differential diagnosis and language intervention for language-impaired children and adolescents.

CD514 Autism Spectrum Disorders

Hours 3

This course includes presentation and discussion of theories and methods of assessment and intervention of neuro-diverse populations.

CD515 Professional Seminar

Hours 3

Study of professional issues in the field of communicative sciences and disorders. Includes current issues, practice standards, certification, licensure, ethics, employment, and professional organizations.

CD517 Advanced Clinical Practicum Speech

Hours 1-9

The course is designed to provide graduate students in speech-language pathology with supervised evidence-based clinical practicum experiences involving evaluation, intervention, and counseling services to diverse individuals across the lifespan who present with a wide variety of needs in the area of speech-language pathology. These experiences are offered in a variety of on- and off-campus clinical settings. The student will, with increasing independence and confidence, demonstrate application of theory, knowledge, and skills, under the supervision of a licensed and certified Speech-Language Pathologist.

CD518 Advanced Clinical Practicum Speech II

Hours 3-9

The course is designed to provide graduate students in speech-language pathology with supervised evidence-based clinical practicum experiences involving evaluation, intervention, and counseling services to diverse individuals across the lifespan who present with a wide variety of needs in the area of speech-language pathology. The student will demonstrate application of theory, knowledge, and skills at an external practicum site, under the supervision of a licensed and certified Speech-Language Pathologist.

Prerequisite(s): Completion of 4 semesters of CD 517: Advanced Clinical Practicum Speech

CD520 Spec Topics Commun Disorders

SP

Hours 1-3

Graduate students will enroll in special topics one or more times depending upon offerings and student program interests. Topics will vary annually to reflect students' needs for educational experiences within the profession appropriate at the time.

Special Topics Course

CD525 Applied Research in CD

W

Hours 3

This course is meant to be a gentle-but-fast introduction to conducting research in Communicative Disorders. The goals of it is to help students position themselves to contribute to research in communicative disorders, construct the plan for completing a thesis during their Master's studies in CD, and develop practical research skills (conducting a systematic literature review, designing a study with attention to possible biases, analyzing data, and writing for professional audiences). Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Writing

CD530 SLP Services for Special Populations

Hours 3

Presentation and discussion of speech-language pathology assessment and intervention techniques for adults and children with co-occurring conditions.

CD535 Medical SLP

Hours 3

This graduate-level elective course will address current topics related to the practice of medical speech-language pathology in a variety of medical settings. This course will prepare learners for healthcare practicum placements and a career in the healthcare setting by teaching topics not covered in other content courses. A variety of topics will be explored including the following: collaborative models in the medical setting, medical/administrative terminology, clinical documentation, counseling, as well as practical applications throughout.

CD543 Basic Audiology

Hours 3

This course will introduce students to the diagnosis and treatment/patient management of hearing loss. The normal auditory system will also be discussed. As part of these goals, the anatomy, physiology, and pathology of the normal and impaired auditory system will be included in the presented lectures.

CD544 Aural Rehabilitation

Hours 3

This course examines the implications of hearing loss across the life span, assistive technology including hearing aids and implantable devices, and the underlying principles and evidence-based approach to intervention in the discipline of auditory (re)habilitation.

CD545 Audiology Lab Experience

Hours 1-3

Supervised laboratory or clinical experience in hearing evaluation and rehabilitation.

CD546 Aural Rehab for the Speech-Language Pathologist

Hours 3

Speech-language pathology students will develop a deeper understanding of how hearing loss impacts speech and language development and learn to deliver evidence-based aural rehabilitation services across the lifespan.

CD549 Sociolinguistics in SLP

Hours 3

This course examines the relationship between language and society, with a primary focus on regional variation and social variation resulting from the interaction between various social constructs such as gender, class, culture, and ethnicity, with an emphasis on how variation might impact a clinical setting.

CD550 Independent Study

SP

Hours 1-3

No description available

Special Topics Course

CD551 Phonological Development Assessment & Intervention

Hours 3

This course covers the advanced study of typical phonological and articulatory production. This includes presentation and discussion of theories, practices, differential diagnosis and intervention of speech sound disorders.

CD552 Neurology I

Hours 3

An advanced course in neuroscience as it relates to the field of speech-language pathology. Students will be able to explain the anatomy and physiology of the brain, explain functions associated with structures in both the central and peripheral nervous systems, appreciate the nature and scope of neurogenic impairments, and understand brain abnormalities and neurological illnesses.

CD553 Neurology II

Hours 3

Advanced study of the nature, assessment, and treatment of language and cognitive disorders associated with acquired brain injury, such as stroke, TBI, and dementia.

CD554 Fluency & Counseling

Hours 3

The study of the nature, assessment, and treatment of stuttering. Emphasis on understanding the different onset and developmental theories and different approaches to treatment.

CD555 Seminar in Voice Disorders

Hours 3

This course covers the advanced study of the physiological, acoustical, and psychological factors underlying voice disorders, methods of rehabilitation, and research to support evidence based practice.

CD556 Acquired Motor Speech Disorders

Hours 3

Advanced study of the nature, assessment and treatment of acquired speech disorders, including dysarthria and apraxia.

CD565 Advanced Aphasia

Hours 3

The purpose of this course is to prepare future clinicians to assess, diagnose, and treat aphasia. Students will learn diagnostic procedures as well as intervention and management of the various types of aphasia. The course is designed to help students become competent consumers of the aphasia treatment literature, which will help them provide evidence-based treatment throughout their future careers. Family involvement, quality of life, cultural considerations, working with medical professionals, and clinical documentation will be integrated throughout the course. Students will gain valuable, practical knowledge and skill for working with persons with aphasia.

CD575 Dysphagia in Children

Hours 3

Advanced study of the nature, assessment, and treatment of feeding and swallowing disorders in children. Special populations will be discussed.

CD576 Dysphagia In Adults

Hours 3

Advanced study of the nature, assessment, and treatment of swallowing disorders in adults. Special populations (i.e., tracheostomized, ventilator-dependent) will be included.

CD577 Advanced Clinical Practice for Voice & Swallowing Disorders

Hours 3

This course provides advanced, clinically relevant training in assessment and interpretation of voice and swallowing disorders across the lifespan. Course activities and assignments were developed using a combination of flipped classroom activities for student-centered interactions that promote access to short instruction lectures and readings prior to case-based clinical activities such as conducting and measuring acoustic and aerodynamic measures (i.e., laryngeal function studies) and visual-perceptual and quantitative measurement of videofluoroscopic swallow studies (VFSS) and/or Flexible Endoscopic Evaluation of Swallowing (FEES).

Prerequisite(s) with concurrency: CD 555 and CD 576

CD578 Counseling in Communicative Disorders

Hours 2

Counseling in Communication Disorders introduces students to basic theoretical foundations of counseling, approaches to conduct interviews, basic counseling strategies, and the role of the counselor in the therapeutic alliance. Students have the opportunity to experience basic counseling strategies via in class activities.

CD599 Thesis Research

Hours 1-6

All aspects of the thesis, from selecting a problem to writing the results and conclusions.

CH501 Introductory Inorganic Chemistry

Hours 4

Three lectures and one three-hour laboratory. Survey in areas of coordination, main-group, and organometallic chemistry. Laboratory experiments involve the preparation, purification, and identification of inorganic compounds. This course is designed for students in the chemistry MSC degree and the accelerated masters program. This course will not satisfy any course requirements for the chemistry PhD degree.

CH505 Medicinal Chemistry

Hours 3

Detailed investigation of the drug design process. Includes lead discovery, target identification and validation, pharmacodynamics, pharmacokinetics, and drug delivery systems. Chemical modification to improve efficacy will be emphasized.

CH519 Integrated Foundational Chemistry: Physical/Analytical

Hours 3

Foundational course in graduate chemistry emphasizing the concepts that underpin and connect all chemistry sub disciplines.

CH520 Integrated Foundational Chemistry: Structure/Bonding

Hours 3

Foundational course in graduate chemistry emphasizing the concepts that underpin and connect all chemistry sub disciplines.

CH524 Adv Anl Ch I Spec Meth

Hours 3

Provides graduate students with knowledge of the fundamental aspects of various modern methods of spectroscopic analysis. Reference to analytical applications and experimental methods is made, where relevant.

CH526 Chemometrics

Hours 3

Chemometrics involves the application of statistical and mathematical methods to chemistry. Areas of emphasis will be data and error analysis, calibration, experimental design, signal processing and transform procedures, and data description and enhancement.

CH530 Intro Grad Org Chem

Hours 3

Generally, this course is for entering graduate students whose undergraduate training in organic chemistry is insufficient.

CH531 Adv Organ Chem I-Physicl

Hours 3

Theory and mechanism of organic transformations, detailed evaluation of organic structure, molecular dynamics, molecular orbital interactions, molecular symmetry, stereochemistry of reactions, and energetics of reaction paths.

CH532 Adv Org Ch II React Synt

Hours 3

Fundamentals of organic transformations and advanced synthetic methodology with application to the synthesis of complex organic structures.

CH549 Adv Ph Ch II Atom/Mol

Hours 3

No description available

CH561 Biochemistry I

Hours 3

First-semester course in basic biochemistry. Structure and properties of biological molecules, including proteins, DNA, RNA, carbohydrates, lipids, and enzyme cofactors and prosthetic groups. Introduction to intermediary metabolism and glycolysis. Offered fall semester.

CH562 Biochemistry II

Hours 3

Continuation of basic one-year course in biochemistry. Intermediary metabolism, TCA cycle, oxidative phosphorylation, and catabolism of biomolecules. Biosynthesis of amino acids, nucleotides, carbohydrates, and lipids. DNA and RNA replication, with introduction to recombinant technology. Protein biosynthesis and membrane transport. Offered spring semester.

CH563 Biochemistry Lab

Hours 3

One lecture and one six-hour laboratory. Biochemical techniques within the structure of a semester-long research project. Topics include protein purification and chromatography, spectroscopy, electrophoresis, kinetics, and DNA manipulation.

CH564 Adv Biophysical Chem

Hours 3

The study of physical techniques applied to the development and experimental verification of biochemical hypotheses. Examples include forms of spectroscopy, treatment of multiple equilibria, and enzyme kinetics. Examples of applications are drawn from such areas as oxygen transport, oxidative phosphorylation, and photosynthesis.

CH565 Adv Bio-Inorganic Chem

Hours 3

Study of current knowledge on the roles of metal ions in biological systems, including structural and catalytic functions. Topics include bio-coordination chemistry, spectroscopic and magnetic methods, and kinetics.

CH566 Bioorganic Reaction Mechanisms

Hours 3

This course will be divided into two main areas. We will begin with methods for studying enzyme reaction mechanisms. This section will include steady-state enzyme kinetics, derivation of rate equations, enzyme inhibition, isotope exchange methods, pH and viscosity effects, kinetic isotope effects, and site-directed mutagenesis. We will then utilize these methods in order to investigate the chemical mechanisms enzymes use to catalyze specific reactions (hydrolysis; group transfer; 1,1 hydrogen shift; 1,2 hydrogen shift; C-C bond formations; and redox chemistry). We will also cover the chemistry associated with several cofactors required by enzymes (flavins, thiamin pyrophosphate, tetrahydrofolate, etc).

CH570 Research Techniques Chemistry

Hours 1-6

Independent study in chemistry to learn the tools of chemical research.

CH583 Introduction to Research in Chemistry

Hours 1

Introduction to UA Chemistry and Biochemistry research projects through interactive seminars with all departmental faculty members and through select faculty interviews.

CH584 Literature and Communication in Graduate Chemistry

Hours 3

This course is an introduction to researching chemistry literature. Topics covered will primarily be related to scientific critical analysis and effective scientific communication, both written and oral. Students will receive structured guidance from the class instructor (s), chemistry faculty, and their class peers throughout the semester to assist with writing a chemistry research paper and delivering an oral presentation. Successful completion of this course will fulfill the literature seminar requirements (written research paper and seminar) for chemistry graduate students.

CH585 Chemistry Seminars

Hours 1

Course requires attendance at presentations given by graduate students and outside speakers. All graduate students in residence are required to register for seminar during academic semesters except when the student has received permission from the departmental Director of Graduate Studies.

CH586 Research Seminar

Hours 1

Presentation of doctoral dissertation or Plan I Master's thesis research results.

Prerequisite(s): CH 585

CH599 Thesis Research

Hours 1-6

No description available

CH601 Adv Inor Chi:Strct Mth

Hours 3

No description available

CH605 Spec Topics Inorg Chem

SP

Hours 3

No description available

Special Topics Course

CH609 Organometallic Chem

Hours 3

Structure, bonding, and reactivity of organotransition metallic compounds, mechanisms of transformations and fundamental reaction types, applications to catalysis and organic synthesis.

CH615 Solid State Materials Chemistry

Hours 3

This course is designed for students interested in pursuing research in materials chemistry. This course looks at materials science from the chemist's point of view and uses chemistry language.

CH618 Crystallography and X-ray Diffraction

Hours 3

Fundamentals in crystallographic methods for representing atomic structure and their practical application in x-ray diffraction methods. Topics include space groups, miller indices, reciprocal lattice formalism, diffraction of a wave by a lattice, and crystal structure solution and refinement.

CH621 Trends In Analytical Chem

Hours 3

No description available

CH625 Electrochemistry

Hours 3

This course is designed to teach the fundamental aspects of electrochemistry and the application of electrochemical methods to chemical/engineering problems. Electrochemistry studies the relationship between electricity and chemical reactions. It has significant applications in areas such as environmental remediation, energy storage, and healthcare.

CH626 Surface Analytical Techniques

Hours 3

Introduces the student to the instrumentation and techniques used to study surfaces and interfaces. Spectroscopic, microscopic, desorption, and vacuum techniques are covered.

CH627 Mass Spectrometry

Hours 3

Deals with all areas of mass spectrometry (MS), including single and multiple stage MS and chromatography/MS. The emphasis is on fundamental principles and instrumentation, as well as applications and data interpretation.

CH635 Sel Topics In Org Chem

SP

Hours 3

No description available

Special Topics Course

CH637 Spectroscopic Techniq

Hours 3

Fundamentals of spectroscopic techniques for structure determination of organic molecules. Theory and application of IR, NMR, and MS in organic chemistry.

CH660 Adv Research Techniques Chem

Hours 1-6

Independent study in chemistry to learn advanced research techniques used in all areas of chemical research.

CH680 Initial Research Review

Hours 1

MS and PHD students present their initial research project progress to their thesis or dissertation committee, respectively.

CH681 Oral Candidacy Exam

Hours 1

PHD students prepare and present a third-year research report and defend an original research proposal in front of their dissertation committee.

Prerequisite(s): CH 680

CH699 Dissertation Research

Hours 1-12

Research efforts for dissertation content.

Prerequisite(s): CH 681

CIP513 Cip Out-Going Enrollment

Hours 1-18

CIP out-going independent/direct enrollment, Study abroad student, graduate or undergraduate, in-state or out-of-state student.

CJ505 Gender & Crime

Hours 3

No description available

CJ506 Terrorism

Hours 3

An analysis of selected areas of terrorism, counter-terrorism, and homeland security with an emphasis on parallels between terrorism and crime.

CJ520 Seminar Law Enforcement

Hours 3

Analysis of selected areas of law enforcement. Emphasis is on currently developing trends.

CJ540 Sem Juvenile Delinquency

Hours 3

The nature and extent of delinquency; competing explanatory models and theories. Evaluation of control and treatment modalities.

CJ570 Sem Correction Policy

Hours 3

Examines the historical and contemporary policy trends in institutional and community corrections.

CJ581 Applic Statistics In CJ

Hours 3

An evaluation of specific statistical methods for quantitative and nonquantitative analyses, concentrating on proper applications and interpretations in criminal justice settings.

CJ584 Criminological Theory

Hours 3

Examination of classical, neoclassical, positive, and social-defense theories of criminality and their interrelation with the broader problems of crime control. Offered spring semester.

CJ586 Research In CJ Process

Hours 3

Prepares the student to develop and to implement basic research designs.

CJ590 Special Topics

SP

Hours 3

Offers an opportunity for faculty and students to explore in depth topics of contemporary interest that are not generally covered in the standard courses. Course content will vary from section to section.

Special Topics Course

CJ592 Independent Study

SP

Hours 1-6

Research under faculty supervision in any area of interest to the student. Content may not relate to thesis or policy and practice project.

Special Topics Course

CJ595 Practicum

Hours 3-6

This course provides Criminology and Criminal Justice graduate students with the opportunity to work directly with an agency or a community partner over the course of a semester. Graduate students pursuing the practicum will write a technical report that synthesizes their coursework with their practicum and includes data analysis.

CJ598 CJ Policy And Practice

Hours 3

This course provides students who are not completing a thesis or practicum with the opportunity to demonstrate comprehensive knowledge about a policy-related topic selected in consultation with a faculty supervisor. Students completing the policy and practice paper will engage in a comprehensive literature review guided by research questions pertaining to a potential problem or issue associated with the policy or practice under study.

CJ599 Thesis Research

Hours 1-9

Research may be directed by any member of the faculty who accepts responsibility for supervising the thesis.

CJ680 Proseminar in Criminology & Criminal Justice

Hours 3

An overview of various important issues in criminological theory and research and the administration of criminal justice.

CJ681 Advanced Quantitative Analysis

Hours 3

Review of quantitative methodological literature and approaches in criminology and criminal justice. Topics may include the general linear model and logistic regression analysis, along with analysis of count data, data from randomized field experiments, interrupted time-series studies, longitudinal studies, regression discontinuity studies, instrumental variable estimation, treatment probability matching estimators, statistical power analysis, and study planning.

CJ684 Criminological Theory II (Advanced)

Hours 3

Advanced coverage of theoretical developments and empirical research in criminology, with a focus on definitive statements from important theoretical traditions, empirical tests of criminological theories, and the application of theory.

CJ685 Advanced Qualitative Methods

Hours 3

Examination of the qualitative research paradigm and its contribution to social inquiry, including the collection, organization, and analysis of qualitative data. Collection and analytic strategies reviewed may involve interviewing, observation, and textual analysis.

CJ686 Criminal Justice Policy

Hours 3

Criminal Justice Policy: Examination of the interrelationships between law, crime, and public policy and the research methodologies appropriate for the study of crime-related policies.

CJ687 Special Topics in Statistics

SP

Hours 3

Offers an opportunity for faculty and students to explore in depth statistical approaches that are not generally covered in the standard courses. Course content will vary from section to section.

Special Topics Course

CJ688 Special Topics in Methods

SP

Hours 3

Offers an opportunity for faculty and students to explore in depth methodological approaches that are not generally covered in the standard courses. Course content will vary from section to section.

Special Topics Course

CJ699 Dissertation Research

Hours 1-18

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral degree in Criminology and Criminal Justice.

Prerequisite(s): CJ 680

DN500 Performance Practicum I-A

Hours 1-3

This course will prepare students for practical application of technique and the creative process required for dance performance at the graduate level.

Prerequisite(s): Graduate standing in Dance (MFA) or Instructor consent.

DN501 Performance Practicum I-B

Hours 1-3

This course will continue to prepare students for the practical application of technique and the creative process required for dance performance at the graduate level.

Prerequisite(s): Graduate standing in Dance (MFA) or Instructor consent.

DN505 Graduate Teaching Practicum

Hours 1

This course is designed to help graduate students expand and develop their teaching practice through faculty and peer supervision, feedback, and review.

Prerequisite(s): DNCA 503 or DNCA 565, Dance MFA student, or permission of the instructor

DN511 Graduate Contemporary Technique I-A

Hours 1-3

Exploration and development of contemporary dance technique at the graduate level.

Prerequisite(s): Dance MFA student or permission of the instructor

DN512 Graduate Contemporary Technique I-B

Hours 1-3

Continued exploration and development of contemporary dance technique at the graduate level.

Prerequisite(s): Dance MFA student or permission of the instructor

DN521 Graduate Ballet Technique I-A

Hours 1-3

Study of ballet technique at the graduate level.

DN522 Graduate Ballet Technique I-B

Hours 1-3

Continued study of ballet technique at the graduate level.

DN531 Graduate Movement Practice I

Hours 1-3

Exploration of movement styles beyond traditional Western dance forms. May include world dance forms, social dance forms, theatrical movement, or somatic practices.

Prerequisite(s): Dance MFA student or permission of the instructor

DN535 Rhythm, Music and Dance

Hours 3

This course will examine various aspects of music and sound as it relates to dance performance and choreography.

Prerequisite(s): MFA Dance student or permission of instructor

DN540 Graduate Improvisation and Composition I

Hours 3

This course is designed to enhance graduate students' explorations into creative process with particular attention to improvisational and choreographic abilities.

Prerequisite(s): Dance MFA student or permission of the instructor

DN541 Graduate Improvisation and Composition II

Hours 3

This course is designed to continue to enhance graduate students' explorations into creative process with particular attention to improvisational and choreographic abilities leading into the thesis proposal.

Prerequisite(s): DN 540, Dance MFA student or permission of the instructor

DN551 Graduate Jazz Technique I-A

Hours 1-3

Study of Jazz dance technique at the graduate level.

DN552 Graduate Jazz Technique I-B

Hours 1-3

Continued study of Jazz dance technique at the graduate level.

Prerequisite(s): Graduate Standing, MFA in Dance

DN580 Independent Movement Study

Hours 1-3

This course is an independent study in physical practice at the graduate level. Students will work with an instructor to design and propose a rigorous trajectory of study that may be grounded in existing department activities or be managed independently in studio time. The primary mode of study should be physical, complemented by contextual studies and tangible documentation of learning outcomes.

Prerequisite(s): Instructor permission

DN595 Capstone Creative Research

Hours 1-3

This course engages students in their research design and creative process leading to the MFA Capstone Project.

DN599 Final Project Research

Hours 1-3

This course engages students in their research design and creative process leading to the MFA Final Project.

Prerequisite(s): DN 541

DN600 Performance Practicum II-A

Hours 1-3

This course serves as preparation for the practical application of technique, the creative process and the development of artistry required for dance performance at the professional level.

Prerequisite(s): DN 500 or DN 501, or permission of instructor

DN601 Performance Practicum II-B

Hours 1-3

This course serves as continued preparation for the practical application of technique, the creative process and the development of artistry required for dance performance at the professional level.

Prerequisite(s): DN 500 or DN 501, or permission of instructor

DN602 Staging Repertoire

Hours 1-3

This course will examine the process required for restaging and reconstructing dance repertoire.

Prerequisite(s): DN 535, or permission of instructor

DN611 Graduate Contemporary Technique II-A

Hours 1-3

Advanced exploration and development of contemporary dance technique at the graduate level.

Prerequisite(s): DN 511 or DN 512, Dance MFA student or permission of the instructor

DN612 Graduate Contemporary Technique II-B

Hours 1-3

Continued advanced exploration and development of contemporary dance technique at the graduate level.

Prerequisite(s): DN 511 or DN 512, Dance MFA student or permission of the instructor

DN621 Graduate Ballet Technique II-A

Hours 1-3

Advanced study of ballet technique at the graduate level.

Prerequisite(s): DN 521 or DN 522

DN622 Graduate Ballet Technique II-B

Hours 1-3

Continued advanced study of ballet technique at the graduate level.

Prerequisite(s): DN 521 or DN 522

DN631 Graduate Movement Practice II

Hours 1-3

Continued exploration of movement styles beyond traditional Western dance forms. May include world dance forms, social dance forms, theatrical movement, or somatic practices.

Prerequisite(s): DN 531, Dance MFA student or permission of the instructor

DN640 Collaborative Practice

Hours 3

This class will be a laboratory for graduate choreographers, directors, designers, and composers to create collaboratively.

Prerequisite(s): DN 540, Dance MFA student or permission of the instructor

DN650 Creative Process in Dance I

Hours 1-3

This course explores creative processes in various dance styles. Students will research the chosen subject matter with a public presentation as the culmination of the class.

Prerequisite(s): permission of the instructor

DN651 Graduate Jazz Technique II-A

Hours 1-3

Advanced study of Jazz dance technique at the graduate level.

Prerequisite(s): DN 551 or DN 552

DN652 Graduate Jazz Technique II-B

Hours 1-3

Continued advanced study of Jazz dance technique at the graduate level.

Prerequisite(s): DN 551 or DN 552

DN655 Creative Process in Dance II

Hours 1-3

This course continues to explore creative process in relation to concert performance and promotion.

Prerequisite(s): DN 650, or permission of the instructor

DN670 Dance in the Digital Age

Hours 3

This course will hone a core set of practical and theoretical skills to help dance-artists navigate the ever-changing digital landscape.

Prerequisite(s): Dance MFA student or permission of the instructor

DN680 Laban/Bartenieff Studies

Hours 3

An introduction to Laban/Bartenieff Studies through movement integration, observation, notation, analysis, and application.

DNCA503 Graduate Teaching Methods

Hours 3

This course is designed for graduate dance students to analyze the principles, methods, philosophy, materials, and practice of teaching in colleges and universities.

Prerequisite(s): Dance MFA student or permission of the instructor

DNCA565 Science of Dance Training

Hours 3

This course explores dance science and somatics. Includes investigation of techniques for training dancers in order to minimize risk of injury and maximize potential.

Prerequisite(s): Graduate Standing in Dance or permission of instructor

DNCA570 Research Methods in Dance

Hours 3

Graduate course in research methods for dance.

Prerequisite(s): Graduate standing, Dance (MFA) or permission of instructor

DNCA580 Independent Contextual Study

Hours 1-3

This course is an independent course in contextual studies or theory at the graduate level. Students will work with an instructor to design and propose a rigorous trajectory of study that may be grounded in existing department activities or be scheduled and managed on the student's own time. The primary mode of study should be contextual and/or theoretical, with primary modes of engagement including reading, writing, interviewing, designing, etc. The course of study should include a culminating goal or project, supported by tangible documentation.

Prerequisite(s): Instructor permission

DNCA595 Capstone Scholarly Research

Hours 1-3

This course involves the continued implementation of scholarly research leading to the MFA Capstone Project in Dance.

DNCA630 Professional Issues in Dance

SP

Hours 3

This course is designed to help students prepare for positions in academic and professional settings. Students will create a personal website, write their resume/CV, articulate personal goals and career aspirations, practice interview skills, and examine resources for network building.

Prerequisite(s): Dance MFA student or permission of the instructor

Special Topics Course

DNCA660 Body Politics in Dance

Hours 3

This course provides students ways to look at major dance works and choreography figures prominent in the development of dance in America to enhance the viewing and discussion of dance.

Prerequisite(s): Dance MFA student or permission of the instructor

EN500 Special Topics

SP

Hours 3

Special topics.

Special Topics Course

EN512 Computers And Writing

Hours 3

Seminar focused on the use of technology to help students improve their writing and to help teachers improve their writing instruction. CRES core course.

EN523 History English Language

Hours 3

An introduction to the external history of the English language along with the study of the accompanying internal changes in structure. A desirable prerequisite for this course is EN 320 or EN 321.

EN524 Modern English Grammar

Hours 3

An intensive investigation of the structures in the English language, including phonology, morphology, syntax, and semantics.

EN525 Dialectology

Hours 3

The study of the experience of the English language in America, with particular emphasis on its development and dialects. A desirable prerequisite for this course is EN 320 or EN 321.

EN529 Directed Studies

Hours 1-6

No description available

EN532 Approach Teach Composition

Hours 3

A study of the basic pedagogical approaches to teaching expository writing in secondary and higher education, along with examination of traditional conventions as well as innovative pedagogical approaches used in such instruction. Work with course goals, objectives, and writing outcomes, syllabus and writing assignment construction, training in assessing student writing. Required of all graduate assistants in English.

EN533 Practicum Tchg College English

Hours 2

Fall semester only. Required of all graduate assistants teaching EN 101 for the first time. Training in reaching EN 101 course goals and writing outcomes. Format for the course is a one-hour large group meeting taught by the WPA and/or others on the First-year Writing Program staff or CRES faculty, and a one-hour small group meeting taught by the WPA, FWP staff, and/or CRES faculty. The small group meetings will function to offer additional mentoring for GTA teaching and support for GTA student learning. Please note: EN 533 begins with required orientation workshops and an intensive multi-day orientation session immediately prior to the start of the fall semester. Orientation attendance is mandatory for retaining a graduate assistantship.

EN534 Practicum Tchg College English

Hours 2

Spring semester only. Required of all graduate assistants teaching EN 102 for the first time. Training in reaching EN 102 course goals and writing outcomes. Further instruction in teaching formal argumentation and advanced research techniques. Format for the course is a one-hour large group meeting taught by the WPA and/or others on the First-year Writing Program staff or CRES faculty, and a one-hour small group meeting taught by the WPA, FWP staff, and/or CRES faculty. The small group meetings will function to offer additional mentoring for GTA teaching and support for GTA student learning.

EN535 Literary Criticism

Hours 3

A study of selected major critics and critical trends from the classical period into the 20th century.

EN537 Introduction to Graduate Studies

Hours 3

A study of selected bibliographical resources and of some of the important method approaches employed in literary study, including an introduction to critical approaches, scholarly writing, and issues in the profession.

EN539 Approaches to Teaching the Sophomore EN Survey

Hours 1

This course is required for all GTAs assigned to teach a 200-level EN survey for the first time. It may be taken concurrently with or in advance of teaching one's first literature survey, and is typically taken by Ph.D. students in their second year of coursework and by MFA students in their third year of coursework. A grade of "pass" is required for students to teach literature courses in the department of English. Students should expect to meet weekly to discuss practical subjects like how to manage daily discussion, construct exams, assign and grade papers, and otherwise ensure that learning outcomes are being met. Students should also expect to prepare teaching materials for a number of the 200-level surveys and to have those items evaluated for their agreement with the department's 200-level course guidelines.

Prerequisite(s): One completed year of coursework in the English Ph.D. program or two completed years of coursework in the English MFA program

EN541 Strategies for the Profession

Hours 1

In this one-hour course, graduate students learn professional strategies and practices. Topics may include practical advice for navigating graduate school, finding funding, preparing for conferences, and applying for academic and non-faculty posts. Students might expect to produce all the standard materials required to apply for an academic job, major research grant, or postdoctoral fellowship.

EN598 Non-Thesis Research

Hours 1-12

Non-Thesis Research.

EN599 Thesis Research

Hours 1-12

No description available

EN601 Fiction Workshop

Hours 3

Enrollment limited to students with approved portfolios (approval secured upon admission to the MFA program or during advising period; see creative writing director). Focus will be discussion of original student writing; other reading and writing may be assigned.

EN603 Poetry Workshop

Hours 3

Enrollment limited to students with approved portfolios (approval secured upon admission to the MFA program or during advising period; see creative writing director). Focus will be discussion of original student writing; other reading and writing may be assigned.

EN605 Workshop Special Topics

SP

Hours 3

Enrollment limited to students with approved portfolios (approval secured upon admission to the MFA program or during advising period; see creative writing director). Focus will be discussion of original student writing; other reading and writing may be assigned.

Special Topics Course

EN608 Forms Special Topics

SP

Hours 3

Through readings of primary works and theory by writers in a particular genre or form, this course examines the traditional and contemporary practice of that genre's aesthetics. Sample topics: Prosody, Short Short Fiction and the Prose Poem, Characterization Across Genres.

Special Topics Course

EN609 Form Theory Practice

Hours 1

Short course in specialized topic of interest to creative writers. Sample topics: Teaching Creative Writing, Profession of Authorship, Writing Internship, Publishing: A Brief History, Poetry and Dance, Episodic Form.

EN610 Meth Teaching English Sec Lang

Hours 3

A detailed account of language teaching approaches and methods according to their underlying theories of language and language learning.

EN611 Technologies for Second & Foreign Language Teaching and Learning

Hours 3

This seminar explores the application of various technologies for second/foreign language teaching and learning. The course surveys research in computer-assisted language learning (CALL) and technology-enhanced language learning (TELL) in areas such as generative AI, virtual reality, corpora and corpus-based tools, digital games, platforms such as Duolingo & Babel, computer-mediated communication (CMC), and social media.

Prerequisite(s): EN 524 OR EN 610 OR EN 613 OR EN 620

EN612 Topics In Applied Linguistics

SP

Hours 3

Rotating topics in applied linguistics.

Special Topics Course

EN613 Second Language Development

Hours 3

A study of psycholinguistic, sociolinguistic, neurolinguistic, and other approaches to understanding how people develop skill in a second language.

EN614 Technologies for Second/Foreign Language Teaching and Learning

Hours 3

This graduate seminar explores the application of various technologies for second/foreign language teaching and learning. The course surveys research in computer-assisted language learning (CALL) and technology-enhanced language learning (TELL) in areas such as generative AI, virtual reality, corpora and corpus-based tools, digital games, language learning platforms, computer-mediated communication (CMC), and social media.

EN617 Teach Esl Acad Language Skills

Hours 3

A course focusing on the teaching of academic writing skills in the context of an American university.

EN620 Descriptive Linguistics

Hours 3

An advanced introductory linguistics course that focuses on the English language and which has relevance for students in the applied linguistics/ TESOL, literature, rhetoric and composition, and MFA programs.

EN630 Directed Studies

Hours 1-6

*No description available***EN635 Literary Criticism**

Hours 3

Intensive study in the writings of one critic or exploration of a topic involving works by several critics. Recent topics have included feminist criticism and psychoanalytic criticism.

EN637 Workshop In Academic Writing

Hours 3

A writing workshop normally taken in the student's final year of coursework. To pass this course, the doctoral student will be required to revise a paper and submit it for publication.

EN638 Sem Rhetoric & Composition

Hours 3

This seminar covers rhetorical texts from ancient Greece to the Renaissance, particularly texts having influence on today's field of composition.

EN639 Topics Rhetoric Composition

SP

Hours 3

Topics to be proposed by faculty each semester. Typical topics include literacy theory, theoretical perspectives on basic writers, and computers and literacy.

Special Topics Course

EN640 Spec Topics Sem American Lit

SP

Hours 3

Recent topics have included "American Madness: the Literary Figurations of Unreason"; and Thoreau, Dickinson, and related contemporary writings.

Special Topics Course

EN641 Sem American Lit Before 1850

Hours 3

Intensive literary and historical study of writing by one or more American authors. A recent topic was the making, recording, and remaking of history in 19th-century American literature.

EN643 Sem 20th Century American Lit

Hours 3

Intensive literary and historical study of writing by one or more American authors. Recent topics have included the American 1960s and Hemingway.

EN647 Seminar Southern Literature

Hours 3

An intensive look at a major aspect of Southern American drama, poetry, and/or prose. Recent topics have included a study of race and gender in writings of Southern women; Faulkner and his legacy; and Tennessee Williams.

EN648 Seminar African-American Lit

Hours 3

A critical exploration of African-American literature (culturally, historically, politically and aesthetically) with efforts to define and contextualize the African-American experience.

EN651 Politics of Teaching Writing

Hours 3

Introduction to the theories and practices of pedagogical politics as they impact teaching, learning, and power relations in the composition classroom.

EN652 Composition Theory

Hours 3

A survey of major theories in composition studies, exploring philosophical underpinnings and major issues in the field.

EN653 Research Methodology

Hours 3

Survey of empirical research methods, with practice of methodological frameworks employed in composition/rhetoric research reports and designs. CRES core course.

EN654 Sem Visual & Digital Rhetoric

Hours 3

Seminar focused on understanding rhetoric in visual and digital texts, with emphasis on pedagogical applications. CRES core course.

EN658 History of Rhet/Comp II

Hours 3

This seminar covers rhetorical texts from the Renaissance to the Postmodern era, particularly texts having influence on today's field of composition.

EN662 Middle English Lit Ex Chaucer

Hours 3

A survey of the period with emphasis on types of literature, allegory, and satire. The opinions and attitudes of the Middle Ages are examined.

EN663 Seminar in Renaissance Literature I

Hours 3

Recent topics have included Elizabethan drama and friendship in Renaissance literature.

EN664 Seminar in Renaissance Literature II

Hours 3

Recent topics have included Jacobean and Caroline drama and Shakespearean tragedy.

EN667 Shakespeare in Performance Practicum

Hours 3

Shakespeare wrote his plays to be performed, and this course investigates conditions and implications of performance on stage and in film, present and past.

EN668 Seminar in Renaissance Literature III

Hours 3

Recent topics have included John Donne's poetry and mourning and the elegy.

EN669 The Strode Seminar

Hours 3

This seminar is offered in the spring semester of even-numbered years and typically features visits from distinguished faculty from other universities. Recent topics have included constructing gender and Milton and Shakespeare in literary history.

EN674 Sem 18th Century Literature

Hours 3

Emphasis is on a major figure (Fielding, Pope, Swift) and/or groups of writers (The Age of Johnson) and/or form (the novel, biography, drama). Specific topics are announced prior to registration.

EN683 Seminar Romantic Literature

Hours 3

Intensive study of English Romantic poetry and prose. Recent topics have included Wordsworth and Coleridge, and the Shelley circle.

EN685 Seminar Victorian Literature

Hours 3

Intensive study of Victorian literature. Recent topics have included Browning and Hopkins, and "Anatomies of Pleasure and Pain."

EN690 Modern British Literature

Hours 3

A study of some major aspect or aspects of the literature from 1890 to 1945. Recent topics have included Modernism; Woolf, psychoanalysis, and feminism; and Dylan Thomas, D. H. Lawrence, and Ted Hughes.

EN693 Seminar in Postcolonial Literature

Hours 3

A seminar that examines literatures from the Global South. Recent topics have included postcolonial theory, colonialism, decolonization, diaspora, and globalization.

EN698 Non-Dissertation Research

Hours 1-9

No description available

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EN699 Dissertation Research

Hours 1-12

No description available

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FR501 Reading Proficiency I

Hours 3

Intensive introduction to French grammar and vocabulary. Emphasis on reading and translation skills. Preparation of the French reading examination. For students in graduate programs campus-wide.

FR502 Reading Proficiency II

Hours 3

Continued study of grammar and vocabulary, with emphasis on further developing reading and translation skills.

FR511 Research Methodology

Hours 3

Basic research tools and techniques.

FR512 Practicum in Applied Linguistics

Hours 3

The analysis and various practical applications of selected teaching techniques.

FR514 Qualitative Methods in Applied Linguistics Research

Hours 3

In this course, students will explore procedures commonly used within a qualitative research framework in applied linguistics and second language studies. Students will examine a range of qualitative research methodologies, such as case study, narrative inquiry, participant observation, interviews, questionnaires, and experience collecting data through selected methods. Students will discuss the Institutional Review Board process, the general organization of a research report and how qualitative research evidence can be evaluated. Critical examination of published research will enable students to reflect on the connection between research questions, data collection instruments, and analysis procedures. Students will plan their own research proposal using one of the qualitative research methodologies discussed in the course.

FR515 Topics in Second Language Acquisition

SP

Hours 3

Topics vary. Analysis of major issues, theories, research findings and their implications for teaching. Examples: second language reading, classroom language acquisition. May be repeated for credit.

Special Topics Course

FR516 Discourse Analysis

Hours 3

This course aims to introduce students to the main theories, ideas, notions, terms, and practices in Discourse Analysis. Being interdisciplinary in both content and methodology, topics of Discourse Analysis vary considerably from Discourse, Text, Communication Constraints (both system and ritual constraints), Power and Solidarity, Identity, Gender, Discourse and Culture, Voice and Ideology, Stereotyping/Political Correctness, Code-switching and Negotiation of meaning, Critical Discourse Analysis, Contextual features and text analysis, Schemata, Stylistics, Discourse and Pragmatics to co-textual relations. Applying a multidisciplinary approach, this course examines written and spoken languages/texts as a springboard to understand not only the linguistic qualities of socially situated language use but also, more importantly, the impact of surrounding discourse(s) on people's beliefs, attitudes, assumptions, actions, interactions, and social behaviors.

FR521 Pronunciation & Phonetics

Hours 3

Introduction to phonetic theory and corrective phonetics aimed at mastery of French pronunciation. Instruction on the articulation of the sounds of French, the phonetic transcription of French, and the correspondence between the sounds of French and its standard orthography. Frequent practice exercises.

FR531 Francophone Sub-Saharan Africa

Hours 3

Prominent themes of the African experience, seen through the eyes of Francophone authors and cinematographers of Sub-Saharan Africa and the diaspora.

FR533 Democracy and France

Hours 3

Exploration of the political, technological, and cultural movements of post-revolutionary France from 1789 to the present through the evolution of its democratic institutions. The first half of the semester will explore the history of democratic movements and institutions in France from the Revolution until the second World War; the second half of the semester will focus on issues facing contemporary France, including decolonization, the rise of the European Union, and the current migrant crisis.

FR535 Bande Dessinée

Hours 3

Culture, language, image, and narrative as uniquely captured and represented in French Bande Dessinée. Recognized and developed as an art form in the Francophone spaces of Europe and beyond, graphic novels and comics incorporate a wide spectrum of topics, resulting in complex representations, both factual and fictional. The development and methods of the medium, especially in France and Belgium, are highlighted, as well as the semiotics of the multimodal systems used in the creation of comics.

FR536 Francophone African Religions

Hours 3

This course explores the diverse religious traditions of Francophone Africa, examining the cultural, historical, and linguistic contexts that shape these traditions. Through an interdisciplinary approach, students will delve into the rich tapestry of beliefs, rituals, and cosmologies found in French-speaking African countries.

FR543 French Renaissance Poetry

Hours 3

Focus on the reinvention of French poetry during the 16th century by poets such as Marot, Scève, Louise Labé, Du Bellay, Ronsard.

FR544 French Renaissance Prose

Hours 3

Study of 16th-century narrative and intellectual works by authors such as Rabelais, Marguerite de Navarre, Montaigne, La Boétie.

FR545 17th-Century French Literature I

Hours 3

17th century French literature.

FR546 17th-Century French Literature II

Hours 3

Verse writings of the 17th century including, but not limited, to the pre-classical poets (such as Saint-Amant and de Vieu) and the dramatic works in verse (such as the plays of Corneille, Molière and Racine).

FR547 18th-Century French Literature

SP

Hours 3

In this dynamic exploration of the Age of Enlightenment, students will critically engage with historical and literary understanding of the eighteenth-century philosophical and political movements in France and the growing French empire. Studying representative works of the 18th century, such as the Lumières, the evolving French novel, theater, and the beginnings of Romanticism, will illustrate how literature of the period questioned traditional values in all areas of life from social, to political, to religious and pushed boundaries. This course will seek to reconcile ideals espoused by the literary movements in question with the realities of the life in France during the Ancien Regime and Revolutionary period to better understand the literary works as well as their remaining impact today. Specific topic and themes may vary. This course is conducted exclusively in French.

Special Topics Course

FR548 18th-Century Philosophie Movement

Hours 3

In this course we will study key works of the French Enlightenment, a thorough knowledge of which is essential to understanding both the modern and the postmodern intellectual scene.

FR552 Special Topics in 19th-Century French Literature

SP

Hours 3

Readings in poetry, theatre and prose either genre-specific or in combination, generally focusing on the first or latter half of the century in order to consider movements in literary thought. May be repeated for credit.

Special Topics Course

FR553 20th-Century French Novel

Hours 3

Major novelists of the period and their works. Reading and discussion of complete texts; lectures and reports.

FR554 Special Topics in 20th and 21st Century French Literature
SP

Hours 3

Major trends in 20th and 21st Century French poetry, theater, essays, and history of ideas. Seminar including lectures and reports.

Prerequisite(s): An undergraduate degree, possibly in French, or testing into appropriate level of language competence.

Special Topics Course

FR555 Quebecois Literature and Culture

Hours 3

A study of the history, culture and literature of Québec and French Canada, with emphasis on the modern period.

FR561 French Linguistics

Hours 3

Linguistics theory applied to the analysis and description of French phonological, morphological, syntactic, and lexical systems. Tendencies of change in contemporary French. Dialect areas.

FR563 French-English Translation

Hours 3

Study of the problems of translation and of translation strategies addressing them, in connection with relevant theoretical approaches.

FR570 Graduate Seminar

Hours 3

In depth study of French or Francophone literature, linguistics, civilization, or a combination. Emphasis on research and analytic skills. May be repeated for credit.

FR575 Francophone Africa Economic Development

Hours 3

This course is a study of selected topics and resources in Economic Development which provides an in-depth examination of the economic challenges, opportunities, and strategies related to the development of African countries. The course explores the complex factors that have shaped the economic landscape of the African continent, including historical, political, social, and environmental dimensions. Throughout the course, students will study the diverse economies of African countries, analyzing key economic indicators, development theories, and policy frameworks. Students will explore the major sectors driving economic growth, such as agriculture, industry, and services, and examine the role of natural resources and international trade in Africa's economic development.

FR576 Academic Professions

Hours 3

This course is a study of selected topics and resources in professional skills development, including an introduction to critical approaches, scholarly writing, access to US academia job market and issues in the profession. Designed as an introductory course for new graduate students as well as a preparatory course for ABDs.

FR577 French Cinema

Hours 3

Critical study of motion pictures produced in French with emphasis on student research and presentations. Film screenings are a necessary part of this course.

FR578 Writing Immigration

Hours 3

This course is a graduate seminar that focuses on writings on immigration in the context of all movement of immigrants in the French-speaking world, not just the French metropole and its immigrant neighborhoods. Writings cover a range of experiences and social classes, from an elite class of immigrants to clandestine immigration. Interdisciplinary critical theory is an important tool in literary analysis for this course.

FR580 Special Topics*SP*

Hours 3

Special topics in relation to French or Francophone literature, linguistics, civilization, or a combination. Emphasis on research and analytic skills. May be repeated for credit.

Special Topics Course

FR590 Directed Readings / Directed Study*SP*

Hours 1-9

Directed Readings / Directed Study.

Special Topics Course

FR598 Non-Thesis Research

Hours 1-6

No description available

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FR599 Thesis Research

Hours 1-9

No description available

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FR680 Special Topics*SP*

Hours 1-3

May take the form of either a graduate seminar or individual research, as circumstances warrant. May be repeated for credit when topics vary.

Special Topics Course

FR698 Non-Dissertation Doctoral Research

Hours 1-9

This course is designed to allow students to pursue independent exploration of a particular field or topical area, under the guidance of an advisor, leading to the production of a prospectus for the doctoral dissertation. Material covered will be of an advanced nature aimed at providing students with an understanding of current developments within the field. Discussion and advisor guidance will be focused on readings and methodologies that allow students to develop their research capacity, independent thought, and the ability to interpret professional and/or research materials in their field. Credit hours may vary in accordance with a number of factors, but typically the doctoral candidate must be enrolled in a minimum of 3 credit hours every fall and spring semester until the dissertation has been successfully defended and submitted to the Office of the Graduate School.

Prerequisite(s): There are no specific course prerequisites. However, the enrollee must have completed or nearly completed all required coursework and must be engaged with the creation of the dissertation prospectus.

FR699 Dissertation Research

Hours 1-15

No description available

GEO501 Paleoclimatology

Hours 3

Survey of the variability of global climate through geologic time and investigation of the mechanisms of change.

Prerequisite(s): MATH 126 or MATH 146; and PH 102

GEO502 Communicating Geology

Hours 3

Evaluate and develop effective scientific communication skills including writing, oral presentations and poster presentations.

Prerequisite(s): None

GEO503 Petroleum System Analysis

Hours 3

The course will cover the geologic events that lead to the formation of petroleum systems and plays. Geologic events form sedimentary basins by causing subsidence and delivery of sediments to a basin. This sedimentary fill is modified by compaction as well as the transport of heat and reactive fluids through the rock matrix during sedimentation and lithification. These processes determine the amount and nature of oil and/or gas accumulation and production in a basin. Petroleum system analysis requires the integration of geology, geophysics, petrophysics, geochemistry, and risk analysis. The generated basin models incorporate data obtained directly from outcrops via geologic mapping, petrographic thin section analysis, geochemical data, seismic reflection profiles and well log analysis if there are wells drilled for oil and gas exploration in a sedimentary basin.

Prerequisite(s): Department of Geological Sciences Graduate student standing or Instructor's consent.

GEO505 Introduction to Environmental Biogeochemistry

Hours 3

An introduction to fundamental concepts in biogeochemistry, a scientific discipline that integrates the study of geological, physical, chemical, and biological principles that govern the natural environment. The course discusses the lithosphere, hydrosphere, atmosphere, and biosphere, and emphasizes their interactions and connectivity through the cycles of elements and energy. Students will learn through lectures, discussions, field trips, and laboratory exercises.

GEO506 Organic Geochemistry

Hours 3

This is an introductory course to molecular biomarkers, which are a group of source-specific compounds preserved in the environment. Biomarkers have core structures that are generally resistant to environmental degradation. These structures allow tracing back to the source biota and making interpretations of modern and past activities of life and associated environmental and climatic changes. Lectures acquaint students with different classes of biomarkers and their applications to geological and environmental research. Labs familiarize students with the analytical methods including extraction, purification, chromatographic separation, and instrumental analysis of biomarkers.

GEO507 Seismology

Hours 3

This course provides an overview of earthquake seismology for both undergrad and graduate geoscience students. Topics include elastic wave propagation, seismic ray theory, travel time interpretation, surface wave dispersion and seismic tomography.

Prerequisite(s): MATH 126 or MATH 146

GEO508 Introduction to Hydrology

Hours 3

This class provides theoretical foundation for understanding and quantifying watershed hydrologic processes. The course covers key hydrological processes taking place at or near the Earth's surface (including rainfall, streamflow, open channel flow, surface runoff, and atmospheric water) and hydrologic analysis (such as unit hydrograph and lumped flow routine).

GEO509 Advanced Hydrogeology

Hours 3

An advanced level hydrogeology course that investigates groundwater flow and continuum approach in groundwater hydrology, applied stochastic subsurface hydrology, development of governing groundwater flow equations, analytical and numerical modeling of groundwater flow, unsaturated flow, well hydraulics, and environmental topics of interest related to water resources.

Prerequisite(s): GEO 306; MATH 125; MATH 126; PH 101 or PH 105; PH 102 or PH 106.

GEO510 Soil & Groundwater Restoration

Hours 3

Methods for restoring contaminated soil and groundwater by examining the factors and processes influencing the efficacy of remediation systems. An emphasis will be placed on the scientific principles upon which soil and groundwater remediation is based.

GEO511 Contaminant Transport in Porous Media

Hours 3

This course will cover topics related to the transport and fate of contaminants in subsurface systems. Specifically, this course will discuss the many factors and processes influencing contaminant transport such as the effects of dispersion, inter-phase mass transfer, transformation reactions, and porous-media heterogeneity. In addition, representative conceptual/mathematical models describing contaminant transport phenomena will be discussed.

Prerequisite(s): MATH 125, PH 102, CH 102, GEO 306 or equivalents; and/or with instructor's permission.

GEO515 Metamorphic Petrology

Hours 3

Study of metamorphic processes, types, textures, and petrogenesis and the use of metamorphic rocks for understanding tectonism. Offered on demand.

GEO516 Volcanology

Hours 3

Rheologic properties of magmatic systems and application of these principles to the understanding of volcanic processes. Offered on demand.

GEO519 The Cryosphere

Hours 3

Three hours of lecture. The study of glaciers and ice sheets, their growth and decay, response to climate change, the history of glaciation and glacial contribution to sea-level rise.

GEO522 Sedimentary Basin Analysis

Hours 3

Examination of the evolution and development of sedimentary basins. Emphasis is on sedimentary, tectonic, and geochemical processes and their influence in petroleum generation, accumulation, and preservation. Offered on demand.

Prerequisite(s): GEO 365 and GEO 367 and GEO 210

GEO525 Adv Topics In Geology

SP

Hours 1-6

Advanced topics in the following areas: economic geology, geochemistry, geohydrology, geophysics, geomorphology, mineralogy, paleontology, petrology, sedimentation, stratigraphy, structural geology, and tectonics. Offered on demand.

Special Topics Course

GEO535 Graduate Seminar

Hours 1

Oral presentations on current geological topics. Offered fall and spring semesters.

GEO536 Graduate Seminar

Hours 1

Oral presentations on current geological topics. Offered fall and spring semesters.

GEO541 Soil Physics

Hours 3

This graduate-level course provides an in-depth theoretical and quantitative framework for understanding and modeling the physical and hydrological properties of soils. Emphasis is placed on advanced concepts and analytical techniques related to mass and thermal transport in variably saturated soils. Graduate students will engage with contemporary research literature and perform quantitative analyses that go beyond the undergraduate level. Applications in environmental science and hydrologic modeling will be emphasized, including development and implementation of analytical and numerical models.

Prerequisite(s) with concurrency: GEO 306 or Instructor Permission.

GEO542 Geodynamics

Hours 3

Introduction to the structure of the Earth's interior and theory of plate tectonics. Quantitative analysis of the physical processes governing the formation of major tectonic and magmatic features on the Earth. Emphasis is on understanding geodynamic processes in orogenic belts, volcanic arcs, intraplate magmatism, sedimentary basins and continental extensional provinces. Offered spring semester.

Prerequisite(s): GEO 365 or GEO 314; and PH 102 and MATH 126 or MATH 146

GEO544 Surface Water – Groundwater Interaction

Hours 3

This graduate-level course provides a rigorous theoretical and applied framework for understanding and quantifying surface water-groundwater (SW-GW) interactions. Emphasizing the physical, chemical, and biological processes in the hyporheic zone, the course explores dynamic exchanges between surface and subsurface hydrologic systems. Graduate students will engage in critical analysis of recent scientific literature and complete quantitative modeling assignments to develop research-level skills applicable to environmental geoscience, hydrology, and water resources engineering.

GEO550 Geostatistics

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Hours 3

This course serves as an introduction to statistics for the Earth and Environmental Sciences. Topics include an introduction to probability theory, experimental design, statistical hypothesis testing, regression, clustering, Kriging and other forms of spatial analysis, time series analysis, and an introduction to machine learning. All material is covered theoretically and with practical implementation in Matlab. Computing proficiency is required for a passing grade in this course. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course. The course includes two lectures and one computer lab weekly.

Prerequisite(s): MATH 125 or MATH 145; and CS 101, CS 102, or CS 110

Computer Science, Writing

GEO551 Tracers in Water Science

Hours 3

The objective of this course is to introduce students to currently used isotope techniques in aquatic science. Emphasis will be given to the application of the U/Th- naturally occurring radioactive decay series.

Prerequisite(s): MATH 126 or MATH 146 and PH 102 or instructor's approval

GEO554 Electron Microscopy in the Earth Sciences

Hours 4

This course will involve operation and use of the scanning electron microscope (SEM) for applications relevant to the Earth, environmental, and planetary sciences. Topics will include sample preparation, secondary electron imaging, backscattered electron imaging, x-ray element mapping, and energy/wavelength dispersive spectroscopy. Laboratory exercises will provide hands-on experience in preparing geologic samples and obtaining data on those samples with the SEM.

GEO555 Marine Science

Hours 3

This class is an upper level introduction to the elemental budgets on the global ocean.

Prerequisite(s): CH 101 and CH 102, or permission of instructor.

GEO560 Intro Groundwater Modeling

Hours 3

This graduate course provides a foundational understanding of mathematical modeling for flow processes, ranging from conceptual models to advanced finite difference models. It covers main aspects of groundwater modeling, including physical principles, numerical methods, and widely used software, making it ideal for students in geology, hydrology, and civil engineering with limited modeling experience. The course emphasizes practical skills essential for graduate students with future careers in engineering, oil production, environmental consulting, and academia.

GEO562 Contaminant Hydrology & Modeling

Hours 3

This graduate-level course (cross listed with GEO 462) focuses on contaminant transport modeling in surface and groundwater - an essential tool in water protection and cleanup. With billions spent annually on remediation, accurate prediction of contaminant behavior is crucial. The course covers physical processes, mathematical frameworks, and numerical methods, equipping graduate students in hydrology and civil engineering with the skills to develop and analyze contaminant transport models. Graduate students will gain hands-on experience in all stages of modeling, from formulating differential equations to post-processing, guided by the instructor's two decades of practical expertise.

Prerequisite(s): GEO 560 with a minimum grade of C

GEO565 Comparative Structural Geology

Hours 3

Analysis of the original literature on structural families and deformation-mechanism associations, emphasizing the low-temperature environment.

GEO566 Introduction to Planetary Science

Hours 3

This course in Planetary Science will provide an overview of the major processes that have shaped our Solar System, with some focus on extra-terrestrial materials and associated data. The course will examine the major aspects of our Solar System, considering physical, chemical and geological concepts. We will explore the different bodies in the Solar System, and learn from the data collected from missions and analytics on samples.

Prerequisite(s): For graduate students, there are no prerequisites aside from a GEO, CHEM or PHYSICS background.

GEO568 Paleo Seminar

Hours 1

Weekly seminar meetings on 'Paleo' topics as guided by enrolled students. Typical semesters will focus on specific areas or concepts within Paleo-related sciences, including, but not limited to paleobiology, paleoclimatology, and paleoecology. Meeting times may also be used to discuss active Paleo research by participating students, faculty, or visiting scholars.

Prerequisite(s): None, permission of instructor.

GEO569 Light Stable Isotope Geochemistry

Hours 3

This course is an introduction to concepts of stable isotope fractionation, and the application of stable isotopic measurements to answering geological questions. This class specifically focuses on light elements, primarily H, C, O, S, and N, though other elements/systems may be explored if there is time/interest.

Prerequisite(s): CH 102 or CH 118 (C- or better, and, GEO 101 or GEO 102 (C- or better), and MATH 112 or MATH 115 (C- or better)

GEO570 Introduction to Geochemistry

Hours 4

Introduction to the field of low-temperature geochemistry (elementary chemical equilibria and thermodynamics, solubility and redox equilibria, organic geochemistry), with an emphasis on solving geologic problems. Three lectures and one seminar per week. Offered in the Spring semester.

Prerequisite(s): GEO 314

GEO571 Thermodynamics For Geologists

Hours 3

Semi-derivational approach to understanding the thermodynamic relations most useful to geologists. Emphasis is on using the derived relations to solve common geologic problems. Offered alternate fall semesters.

Prerequisite(s): MATH 126 or MATH 146

GEO576 Environmental Field and Laboratory Methods

Hours 3

Theory, techniques, and application of methods for the environmental sampling and geochemical analysis of rocks, ores, and aqueous fluids. Offered in alternate Fall semesters.

Prerequisite(s): CH 101 and CH 102, or permission of instructor.

GEO580 Cosmochemistry and Techniques

Hours 3

This course in cosmochemistry and analytical techniques will examine notable topics, geological concepts and analytical methods used to better understand our Solar System. The course will be part-lecture and part discussion/seminar based, where students will read journal articles on topics and make short presentations for discussion, to develop scientific curiosity and critical thinking. Writing proficiency within the discipline is required for a passing grade in this course.

Prerequisite(s): Some background in geochemical/astronomy themes is strongly encouraged. GEO 566 or permission of the instructor

GEO583 Global Tectonics

Hours 3

Study of tectonics, plate motions, and tectonic environments. Includes discussion of controlling factors, driving forces, and resulting structures with emphasis on island arcs, trenches, backarc basins, transform boundaries, and continental margins. Offered alternate spring semesters or on demand.

Prerequisite(s): GEO 365 and GEO 367

GEO597 Geological Internships

Hours 3

Field and laboratory projects with government and industry.

GEO598 Non-Thesis Research

Hours 1-6

Non-Thesis Research.

GEO599 Thesis Research

Hours 1-12

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in Geology (Geological Sciences). The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

GEO602 Communicating Geology

Hours 3

Evaluate and develop effective scientific communication skills including writing, oral presentations and poster presentations.

Prerequisite(s): None

GEO607 Intro Groundwater Modelg

Hours 3

Introduction to the theory and application of groundwater modeling.

GEO608 Contam Hydrolgy & Modelg

Hours 3

Introduction to concepts and models in contaminant hydrogeology.

GEO626 Adv Topics In Geology

SP

Hours 1-6

Advanced topics in the following areas: economic geology, geochemistry, geohydrology, geophysics, geomorphology, mineralogy, paleontology, petrology, sedimentation, stratigraphy, structural geology, and tectonics. Offered on demand.

Special Topics Course

GEO635 Graduate Seminar

Hours 1

Oral presentations on current geological topics. Offered fall and spring semesters.

GEO636 Graduate Seminar

Hours 1

Oral presentations on current geological topics. Offered fall and spring semesters.

GEO698 Non-Dissertation Res

Hours 1-12

Non-Dissertation Res.

GEO699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral (Ph.D.) degree in Geology (Geological Sciences). The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

GN503 German Reading Proficiency I

Hours 3

Introduction to German grammar and vocabulary, with emphasis on developing basic reading and translation skills.

GN504 German Reading Proficiency II

Hours 3

Continued study of grammar and vocabulary, with emphasis on further developing reading and translation skills.

GN510 History of the German Language

Hours 3

The relationship to Indo-European and to the other Germanic dialects; linguistic development from the earliest times to the present.

GN514 Teaching Methodology

Hours 3

Analysis of basic concepts and practical applications of foreign language teaching and learning.

GN515 Middle High German

Hours 3

Introduction to the language and literature of the Middle High German period.

GN518 Historical Linguistics

Hours 3

Advanced introduction to various levels of historical language change. Variety of language used for examples.

GN520 Renaissance and Baroque Literature

Hours 3

Works from the Renaissance (including literature from the Reformation and Humanism) and the Baroque (17th century).

GN525 Literature of the Age of Goethe

Hours 3

Includes the German Enlightenment, Sturm und Drang, Weimar Classicism, and the Romantic movement.

GN551 Special Problems / Directed Readings

SP

Hours 1-3

Special Problems / Directed Readings.

Special Topics Course

GN552 Special Problems / Directed Readings

SP

Hours 1-3

Special topics chosen by students in conference with the instructor.

Special Topics Course

GN571 Selected Authors

Hours 3

Students will normally give reports and write at least one research paper.

GN576 Seminar on a Literary Theme

SP

Hours 3

Students will normally give reports and write at least one research paper.

Special Topics Course

GN599 Thesis Research

Hours 3-6

No description available

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GY500 Research Traditions Meth In Gy

Hours 3

An investigation of the historical development of geography, including its changing philosophies and prominent contributors. Students are also introduced to various approaches for conducting research in geography and must develop a written research proposal in an area of their interest.

GY501 Digital Cartography and Geovisualization

Hours 4

Students are introduced to a broad understanding of cartography that includes art, science, and ethics. Students will learn about graphic design, information visualization, and semiotics as they design maps. In this course, students are encouraged to consider how to present information or a story visually on a map and why maps are mapped as an art form and communication tool.

GY504 Physical Geo of SE US

Hours 3

A study of the physical landscapes in the southeastern United States. Emphasis is on the geological setting, geomorphic features, climate, soils, and vegetation, and the interrelationships of these conditions that shape the landscape in this region.

GY505 Dir Research Physical Geograph

Hours 1-3

No description available

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GY506 Dir Research Human Geography

Hours 1-3

No description available

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GY509 Forest Ecosystem Restoration

Hours 4

Investigation of the theories, tools, and techniques used in historical ecology with a focus on the establishment of reference conditions for habitat restoration and management decisions.

GY510 Geography of National Parks

Hours 3

This course is devoted to the changing geography of the national park system and related protected areas throughout the world, with an emphasis on their design, planning, and operations.

GY512 Hydroclimatology

Hours 3

To provide a basic understanding of the waters of Earth, especially with relation to the effects of precipitation and evaporation upon the occurrence and character of water in streams, lakes and on or below the land surface.

GY513 Applied Climatology

Hours 3

Applied Climatology is a graduate/senior level course designed to expand upon fundamental concepts learned in GY 101 and also GY 402 (Climatology). Within this broad field, a specific focus in GY 513 concentrates upon climate and human health/behavior, and human modification of climate. The course contains a mixture of lecture, lab, and field assignments.

Prerequisite(s): GY 101

GY514 Climate Change and Health

Hours 3

This course is an introduction to the effect of global climate change on health. The course will be taught from a geographical perspective and will introduce students to the physical science of climate change and the impact it has on health through discussion of extreme weather events, altered ecological systems, and threats to human security and welfare. Discussion will build on the core concepts of climate change science to provide students with a solid foundation to further examine a variety of topics from acute impacts such as heat waves and other weather extremes to chronic conditions such as shifting disease vector habitats, degraded air quality, and food security. Direct correlations between health impacts and climate change will be emphasized throughout as will discussion of mitigation and adaptation strategies.

GY516 Introduction to Geostatistics Using R

Hours 3

This course is an introduction to geostatistical data analysis using R. The course will be taught from the perspective of geographical and climate data analysis but serves as a broad introduction to the high-level programming language, R, as well as applied spatial data analysis. Students will load and manipulate data of different types, perform a variety of statistical analyses, generate graphical output, and create productive workflows using R alone. The primary outcome will be to facilitate students' use of R to analyze data of their own choosing on a final project. Students will present these methods to the class for others to critique, analyze and learn from. Code sharing and re-use is highly emphasized, as is collaboration. The course is designed as a 1-hour lecture plus 2-hour lab each week.

GY517 Extreme Weather and Society

Hours 3

EW&S is an integrated physical and social science (W) seminar class consisting of readings, discussion, and lectures on perception, understanding, and communication of severe weather hazards.

GY518 Spatial Statistics and Geostatistics

Hours 3

This course presents a comprehensive overview of the geographic sub-disciplines of Spatial Statistics and Geostatistics. Students will learn about the nature of spatial data, and the methods of centrography, point pattern analysis, spatial interpolation, spatial autocorrelation, density mapping and estimation, spatial regression, and both spatio-temporal and network based spatial statistical analyses. Students will learn the limitations of the methods, their proper use, and how to accurately describe their outputs.

GY519 The Cryosphere

Hours 3

The study of glaciers and ice sheets, their growth and decay, response to climate change, the history of glaciation and glacial contribution to sea-level rise.

GY520 Remote Sensing I

Hours 4

Focuses on basic principles behind remote sensing physics, techniques, and technology and introduces new sensor systems and digital image processing. Major topics include electromagnetic radiation principles, airborne remote sensing, microwave remote sensing, satellite remote sensing, and digital image processing.

GY521 Spatial Databases

Hours 4

This course is an advanced course in the field of Geographic Information Systems (GIS) and covers spatial database design and management. Specifically, this course covers the following aspects: basic concepts and principles of relational and spatial databases, relational/spatial database design, entity-relationship (ER) diagram, structured query language (SQL), spatial query, data/user management, spatial indexing, etc. Meanwhile, this course also aims to help students develop some practical skills in relational and spatial databases via the use of relevant database software (e.g., PostgreSQL/PostGIS and Microsoft SQL Server) in the lab section.

Prerequisite(s): GY 430

GY522 Introduction to UAS

Hours 3

This course will prepare students for real-world safe operation of Uncrewed Aerial Systems (UAS), and will provide basic understanding of the regulations in preparation for small Unmanned Aircraft Systems FAA 107 certification test. The class covers the history of UAS, types of UAS platforms, payloads/sensors, UAS operational requirements, current FAA rules and regulations, industry and societal implications, career outlooks, and geospatial applications of UAS. The field flight demonstration involves flight mission planning with Pix4Dcapture software. Activities will focus on using simulation tools to help students learn how to operate a drone and how to use ArcGIS Pro and PIX4Dmapper to process common drone data. This course is designed to provide a comprehensive foundation in UAS, blending theoretical knowledge with hands-on experience.

GY523 Quantitative Methods

Hours 3

This course introduces several quantitative methods used by geographers to analyze and interpret geographic data and solve geographic problems. Topics include: Data formatting and organization, descriptive statistics, sampling, hypothesis formulation and testing, and parametric and non-parametric statistical procedures through factor analysis.

GY526 Uncrewed Aircraft Systems (UAS) Applications

Hours 3

This course covers an overview of a variety of Uncrewed Aircraft Systems (UAS) field applications. This course will provide students with real world applications of UAS used by scientists and professionals and their applied benefits of using UAS products. Examples of UAS field application topics to be discussed in this course will be on water, agricultural, land, and natural resources.

GY527 Uncrewed Aerial Systems (UAS) Data Processing and Analysis

Hours 3

This course will focus on how to process and analyze different types of data collected by UAS. The class covers different types of UAS data, flight mission planning, and relevant methods and tools for UAS data processing and analysis. Class activities will focus on how to use ArcGIS Pro and PIX4Dmapper to process and analyze different types of drone data.

GY528 Web GIS

Hours 4

This course is about the use of GIS in the web environment. Specifically, this course covers the following aspects: basic concepts and principles of Web GIS, Web GIS design, Web GIS implementation, and Web GIS applications. Meanwhile, this course also aims to help students develop practical skills in using ArcGIS products to design and implement Web GIS applications.

Prerequisite(s): GY 430

GY529 Fundamentals of GIS

Hours 3

This course is a hands-on, practical Geographic Information Systems (GIS) introduction. GIS is a computer-based system used for gathering, analyzing, and displaying geographic information. GIS enables users to integrate multiple spatial data sources, perform complex geographic analysis and present the results in digital and paper map. This technology has a wide range of applications for research, businesses and governments. Tailored toward first-time users, this course will focus on learning how to use the ArcGIS software package to import, generate, display and analyze spatial data.

GY530 Intro Geographic Info Systems

Hours 4

Introduces the basic concepts of GIS, including definition and components of GIS, spatial data structures, data sources, data input, manipulation and analysis, applications of GIS, and managing GIS.

GY532 Spec Research In Geog

SP

Hours 2-4

No description available

Special Topics Course

GY534 GIS Internship

Hours 3-6

Individual work experience in GIS supervised by the staff of an off-campus agency.

GY535 Remote Sensing II

Hours 4

Focuses on the quantitative analysis of non-photographic remote sensor data, providing students with hands-on experience using a digital image processing software package. Topics include preprocessing, image enhancement, classification, digital change detection, and remote sensing and GIS.

GY536 Adv Geographic Info Syst

Hours 4

Focuses on the analytical use of spatial information as well as GIS applications. Topics include spatial aspects of geographic information, attribute data structure, error and uncertainty, spatial analysis theories, GIS modeling, and GIS design.

GY537 GIS for Transportation

Hours 4

The application of Geographic Information Systems to transportation has resulted in a sub-field known as GIS-T. This course will provide a hands-on introduction to GIS-T.

GY538 Web GIS

Hours 4

This course is about the use of GIS in the web environment. Specifically, this course covers the following aspects: basic concepts and principles of Web GIS, Web GIS design, Web GIS implementation, and Web GIS applications. Meanwhile, this course also aims to help students develop practical skills in using ArcGIS products to design and implement Web GIS applications.

Prerequisite(s): GY 430 or equivalent

GY539 GIS Programming

Hours 4

This course focuses on the extension of geographic information systems (GIS) through programming as well as on the development of stand-alone algorithms for spatial analysis and numerical modeling.

GY541 Land Use Regulations

Hours 3

The course explores the legal standards by which land is regulated and controlled in the U.S. It is designed for students who wish to become actively involved or exposed to land management and the planning profession.

GY542 Computational Methods for Socio-Ecological Systems

Hours 4

Environmental problems are social problems, and social problems are environmental problems. This truism is becoming increasingly apparent with the convergence of several grand challenges: climate change, biodiversity loss, widening socioeconomic inequality, and meeting the growing food demands of a global population expected to top 9 billion by 2050. Moreover, possible solutions to these problems often present unavoidable social value tradeoffs that are difficult to judge objectively, and the complexity of social and ecological systems make unintended consequences nearly impossible to foresee. In other words, social-ecological problem are "wicked problems".

Prerequisite(s): GY 523 or instructor permission

GY543 Location Science

Hours 3

This course presents the theory and practice of Location Science – the study of the optimal or near optimal spatial location and allocation of facilities, routes, personnel, or other assets. A variety of optimal procedures for location problems is presented, including minimum spanning tree, shortest path, maximal flow, and transportation problem algorithms. The Simplex method as applied to location problems is outlined and demonstrated. Heuristic approaches to location problems including greedy heuristics and Tabu search heuristics are reviewed. The peer-reviewed literature in location science is explored.

GY544 Field Studies In Africa

Hours 6

Experiential learning course. It explores how different cultural groups in Africa relate to the natural environment.

GY545 Agriculture: Environment and Development

Hours 3

This course examines the geographical elements of how people use the biophysical environment to grow domesticated plants (crops). Agriculture is understood in this course as the transformation of biophysical or "natural" environments into "cultural" environments. It is assessed in regard to both the plants cultivated, and the soil, slope, moisture, and temperature conditions that exist and then are modified or created by farmers. Ecological and systematic approaches are taken in order to understand how different agricultural strategies insure continual long-term productivity and stability. Microeconomics is an important and recurring theme.

GY546 GIS for Health and Social Science

Hours 4

This course will introduce a variety of innovative GIS models and their applications to address pressing health and social sciences (e.g., economics, environmental studies, transportation, business, crime, urban studies, public policy) issues in the real world. The lectures will cover a range of GIS models which include travel time estimation and distance decay analysis, spatial accessibility to health care, health care service area delineation, Geospatial Artificial Intelligence (GeoAI) models for social determinants of health, regionalization of health data, and spatial optimization of healthcare facilities. This course also has several labs to help students gain hands-on experience in applying GIS-based models in ArcGIS to address specific research questions in health and social sciences.

Prerequisite(s): GY 430/GY 530 or equivalent

GY551 Global Environmental Change

Hours 3

Global Environmental Change focuses on the major issues of global change, including anthropogenic climate change, land use and land cover change, biodiversity issues, environmental pollution, potential global change-related impacts on human health, and relevant social policies. The class will follow a quasi-seminar format where individual presentations and group discussion will comprise a large portion of the in-class activity. Each week students will do research on and/or read assigned articles and additional articles of your own selection on relevant subjects. Instructor will provide a summary of the weekly topic and as a class, students will discuss issues raised in the research and readings.

GY552 Environ Decision Making

Hours 3

Designed to help students develop both the tools and the personal philosophy necessary to analyze and manage scarce resources. A review of current environmental topics is followed by a survey of different paradigms and techniques that contribute to environmental decision making.

GY553 Environment & Society

Hours 3

Explores the linkages between the biophysical environmental and human social systems. Public-policy implications are viewed from a social science perspective.

GY558 Urban Analysis Planning

Hours 3

A thorough examination of the literature in economics, political science, and sociology that is relevant to the geographical study of contemporary urban structure, power, and conflict.

GY559 Water, Energy, Food System Sustainability

Hours 3

The primary objective of this course is to introduce students to the essential characteristics and basic processes of inquiry and analysis in the area of the water-energy-food (WEF) nexus. Specifically, the WEF nexus will be considered in relation and its application to human concerns, such as emerging supply and demand issues and their impacts of social and economic systems, ecological health, and human well-being. This course will encourage the development of critical thinking skills and requires students to analyze, synthesize, and evaluate knowledge about core WEF concepts.

GY561 Political Ecology

Hours 3

Political ecology is a multidisciplinary approach to studying the environment through interrogating how power shapes and intersects with human-environment relationships. As a field of inquiry and practice, political ecology has greatly expanded over the past several decades to not just understand the political foundations of environmental problems or challenges, but also the co-production of environments with close attention to matters of justice, power, and inequality. Political ecology contends that through critical analysis and interdisciplinary methodologies, we can come to better understand the roots of socio-environmental problems in order to work for political change and social good.

GY562 Land Use Science

Hours 4

This course explores the interactions between land use, land cover, and social and environmental processes at multiple scales. The emphasis is on understanding how the natural landscape influences human activities, how humans modify the natural landscape to meet our needs, and how those modifications create a co-evolution between landscapes and human use. Understanding how land uses are, or should be, allocated to achieve multiple goals, including food and fiber production, space for human settlement, provision of ecosystem services, and access to renewable energy sources, requires consideration of these multiple objectives and of the various factors driving land-use decisions at multiple scales.

GY566 Transport Geography

Hours 3

Examines location and function of the multimodal North American transportation system, the urban transport planning process, and the political and environmental contexts of transport systems, including impacts of continued reliance on the automobile.

GY570 Special Topics

SP

Hours 1-6

Special Topics.

Special Topics Course

GY572 Soil Science

Hours 4

Introduction to the scientific study of soils. Covers soil physical properties, morphology, development, classification, environmental functions and uses, and resource degradation.

GY573 Public Policy Development in Water Resources Seminar

Hours 3

This course will evaluate the current approaches to policy theory and examine systematically the broader implications of the substantive aspects of public policy development in the water resources spectrum. In analysis of public policy development in water resources, the student will look at both policy process and policy substance. Attention will be given to the questions of how and why water policy differs across states, and how one might evaluate policy performance cross-nationally.

GY574 Cartography Practicum

Hours 3-6

Individual work experience in cartography supervised by the faculty and staff of the University.

GY576 Gis Practicum

Hours 3-6

Individual work experience in GIS supervised by the faculty and staff of the University.

GY577 Water Resources Management, Law, and Policy

Hours 3

The Water Resources Management, Law, and Policy course will provide students with a survey of water resources development, control, law, policy and management with particular emphasis on public policy considerations including: the acquisition and exercise of water rights—appropriative and riparian; groundwater management; water districts and user organizations; environmental considerations; Federal/State relations including interstate allocation; and the Alabama Water Resources Act. The course will also address international water law—the multinational treaties, laws, cases, practices and politics governing Earth's transboundary freshwater resources (watercourses including rivers, streams, lakes, and groundwater aquifers) shared by two or more countries.

GY578 Advanced Water Policy and Law

Hours 3

Water Resources Management, Law, and Policy introduced students to the basic property and regulatory aspects of water policy, law, and water rights. This course builds upon Water Resources Management, Law, and Policy and explores more advanced topics, especially regarding property rights in, and the management of, groundwater supplies; federal water law, including reclamation law, water-supply law, and federal reserved water rights and Native American rights; and interstate and international water relations.

Prerequisite(s): GY 577

GY579 Planning Internship

Hours 3-6

Individual work experience in planning supervised by the staff of an off-campus planning agency.

GY580 Large River Basin Management and Policy

Hours 3

This course takes a structured and global approach to the subject of large rivers, covering geoscience, management, hydrology, discharge, habitat, policy, deltas, and anthropogenic environment. It offers a thorough foundation for students who have previously worked at only the watershed or catchment scale and are new to large river management and policy and provides insight about issues of management at the worldwide scale. The course also examines possible future effects on large river systems that may come about due to climate change and is presented in three parts. Part 1 provides an introduction to the world's large rivers and their basins. In Part 2, several large rivers are examined including the Amazon, Mississippi, Colorado, Nile, Congo, Zambezi, Ganga-Brahmaputra system, Mekong, and Yangtze. Part 3 examines changes in large rivers and our management of river system, studying anthropogenic alterations such as land use and deforestation in large river basins; structural control systems like dams and reservoirs on channels; and ecological changes. It finishes with chapters on the management of large rivers, covering legal, political, policy, and governance aspects, and the future of the world's big river systems.

GY581 Water Diplomacy

Hours 3

The course will focus on the linkages between water resources policy and conflict or cooperation with primary interest on interstate (transboundary) and intrastate water issues. The conceptual framework of the course is centered on water scarcity, water conflict, hydropolicy, hydrohegemony, water security, and dispute resolution. The role of disparate stakeholders and the problem of scale will be considered. The policy, norms and laws for mediating water conflict at different jurisdictional levels, including adversarial legalism (lawsuits) are examined.

GY582 Data Science Analytics for Water

Hours 3

Navigating the nexus of water resources and data science, this course offers a deep dive into the transformative power of analytics in understanding and managing our most vital resource. Grounded in practical applications, students harness computational tools like Python or R, and Excel to explore, analyze, and visualize water-related data. The course emphasizes the synergy of traditional methods and contemporary data-driven techniques, including advanced visualization with tools like Power BI. Beyond just techniques, the course offers a journey into the essence of water data, from data collection to predictive modeling for critical challenges like floods and droughts. Through interdisciplinary engagement, students will gain a comprehensive understanding of water's data landscape, fostering informed solutions for a sustainable future. Combining hands-on labs with theoretical insights, students emerge not just as data analysts but as stewards of our water future.

GY585 River Hydrology

Hours 3

Rivers are dynamic natural systems that are of great importance to ecosystems and society. This course examines river hydrology processes from a physical geography perspective. A major theme of the course will be impacts of human actions on river systems.

Prerequisite(s): instructor permission

GY586 Watershed Science and Management

Hours 3

An examination of the physical operation of drainage basins (watersheds), focusing on surface water hydrology, erosion, and sedimentation.

Prerequisite(s): GY 102 or GEO 101

GY588 Digital Terrain and Watershed Analysis

Hours 4

This course covers concepts, numerical algorithms, and techniques for digital terrain and watershed analysis. It combines lectures with a substantial practical lab component. The lectures covers spatial representation of topography, topographical data acquisition techniques (Photogrammetric Stereo, InSAR, LiDAR, GPS, cartography), terrain visualization, terrain parameter derivation, extraction of critical terrain features, landform recognition and classification, watershed analysis, cut-and-fill and volumetric analysis, drainage network extraction, watershed delineation, and distributed watershed models. The practical component, involving 8 lab assignments and one individual mini-project, will give students hands-on experience in using proprietary GIS software packages, ArcGIS, EPA BASINS 4.0 and HSPF 12.0 to handle topographic and image data for terrain and watershed analysis.

Prerequisite(s): GY 430 or equivalent or GY 530

GY589 Forest Eco Veg Analysis

Hours 4

A study of the relationship of trees to the environment, and the interrelationship of organisms that compose the forest community.

GY590 Internship

Hours 3

Individual work experience with agency involved in geographical research, analysis, and reporting.

GY591 Fluvial Geomorphology

Hours 3

This course provides an in-depth investigation of the processes that form rivers and their evolution.

GY596 Forest Ecosystem Management: Silviculture

Hours 4

In this course silviculture is treated as applied forest ecology. The goal of this course is to provide students with a knowledge of silviculture and its ecological basis so they can design manipulations in forest ecosystems to achieve a range of management objectives. The course requires field trips to tour different sites and visit with forest scientists and managers. In this course students learn about tree growth and stand development and use this information to develop silvicultural prescriptions to meet a diverse range of management goals. We will explore how silvicultural treatments can influence stand structure and composition and how these changes influence timber quantity and quality, forest health, biodiversity, soil, and wildlife habitat among other features. We will also focus on how silviculture is influenced by broader social, economic, and ecological issues.

Prerequisite(s): GY 489 or GY 409 or GY 492 or GY 494 or instructor permission

GY598 Non-Thesis Research

Hours 1-3

No description available

GY599 Thesis Research

Hours 1-12

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in Geography. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

GY601 Geography Colloquium

Hours 1

This seminar format course fulfills required graduate level participation in colloquium hours. Students will attend seminars by invited speakers and departmental faculty, and will have the opportunity to present on their own current and planned research. Colloquium topics will be communicated to students well in advance, through departmental emails and other avenues. A total of 3 colloquium hours are required for PhD students and 1 hour for MS students. The course is conducted under the guidance of the Colloquium Chair. The student repeats hours in this course until the required three hours have been satisfactorily completed. Material covered will be of an advanced nature aimed at providing graduate students with an understanding of the latest research and current developments within the field.

GY602 Seminar in Climatology

Hours 3

This course is a doctoral level research intensive seminar in the geographic sub-field of climatology. The course will be taught by faculty with varied expertise within climatology and will, therefore, be dynamic in its topical focus from semester to semester. Content will broadly fall within hydro-climatology, synoptic climatology, climatological extremes, bio-climatology, and historical or paleo-climatology. The material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion will be directed towards readings of research articles and development of research methodology with the aim of producing an original research product that could be submitted in a scholarly journal for publication.

GY610 Seminar in Forest Science and Management

Hours 3

This is a reading and discussion intensive graduate seminar course. Each week you will be expected to come to class prepared to critically discuss the readings and other assignments. We will cover a diversity of topics in forest science and management and some additional reading may be necessary for you to be fully prepared to engage in class discussion. Our seminar time will be devoted to discussion of topics selected by individual students and the instructor. Students are encouraged to select a topic related to their research, but this is not a requirement. Throughout the semester we will also discuss the philosophy of science, the rubrics of scientific evaluation, the publication process, and other topics to aide in your training as a research scientist.

GY612 Hydroclimatology

Hours 3

Hydroclimatology focuses on understanding the processes and patterns of distribution of water (in all forms) from an Earth Systems perspective as well as the impacts of hydroclimatological variability on the environment and society.

GY615 Seminar Human-Environmental Interactions

Hours 3

This is a reading and discussion intensive graduate seminar course. Each week, students will be expected to come to class prepared to critically discuss the readings and other assignments. A diversity of topics will be covered in human-environmental interactions in geography and some additional reading may be necessary for students to be fully prepared to engage in class discussion. Seminar time will be devoted to discussion of topics selected by individual students and the instructor. Throughout the semester there will be discussion of the philosophy of science, the rubrics of scientific evaluation, the publication process, and other topics to aide in student training as a research scientist.

GY618 Spatial Statistics and Geostatistics

SP

Hours 3

This course presents a comprehensive overview of the geographic sub-disciplines of Spatial Statistics and Geostatistics. Students will learn about the nature of spatial data, and the methods of centrography, point pattern analysis, spatial interpolation, spatial autocorrelation, density mapping and estimation, spatial regression, and both spatio-temporal and network based spatial statistical analyses. Students will learn the limitations of the methods, their proper use, and how to accurately describe their outputs.

Special Topics Course

GY622 Introduction to Uncrewed Aerial Systems (UAS)

SP

Hours 3

Uncrewed Aerial Systems (UAS), also referred to as Uncrewed Aerial Vehicles (UAV) or drones, have been increasingly used as a cost-effective means to capture geospatial data for various applications. This course will prepare students for real-world safe operation of UAS and will provide basic understanding of the regulations in preparation for small Unmanned Aircraft Systems FAA 107 certification test. The lecture section covers the history of UAS, types of UAS platforms, payloads/sensors, UAS operational requirements, current FAA rules and regulations, industry and societal implications, career outlooks, and geospatial applications of UAS. The field flight demonstration involves flight mission planning with Pix4Dcapture software. Labs will focus on using simulation tools to help students learn how to operate a drone and how to use ArcGIS Pro and PIX4Dmapper to process common drone data. This course is designed to provide a comprehensive foundation in UAS, blending theoretical knowledge with hands-on experience.

Special Topics Course

GY626 Uncrewed Aerial Systems (UAS) Applications

Hours 3

This course covers an overview of a variety of Uncrewed Aerial Systems (UAS) field applications. This course will provide students with real world applications of UAS used by scientists and professionals and their applied benefits of using UAS products. Examples of UAS field application topics to be discussed in this course will be on water, agricultural, land, and natural resources.

GY630 Seminar in Geographic Information Science

Hours 3

Geographic Information Sciences (GISci) include a range of spatial technologies, including Geographic Information Systems, remote sensing, computer modeling, GPS, and cartography. This seminar will examine contemporary issues in GISci through readings and group discussion.

GY643 Location Science

Hours 3

This course presents the theory and practice of Location Science – the study of the optimal or near optimal spatial location and allocation of facilities, routes, personnel, or other assets. A variety of optimal procedures for location problems is presented, including minimum spanning tree, shortest path, maximal flow, and transportation problem algorithms. The Simplex method as applied to location problems is outlined and demonstrated. Heuristic approaches to location problems including greedy heuristics and Tabu search heuristics are reviewed.

GY646 GIS for Health and Social Science

Hours 4

This course will introduce a variety of innovative GIS models and their applications to address pressing health and social sciences (e.g., economics, environmental studies, transportation, business, crime, urban studies, public policy) issues in the real world. The lectures will cover a range of GIS models which include travel time estimation and distance decay analysis, spatial accessibility to health care, health care service area delineation, Geospatial Artificial Intelligence (GeoAI) models for social determinants of health, regionalization of health data, and spatial optimization of healthcare facilities. Some GIS basics will be introduced as a refresher. The application examples of the GIS-based models will focus primarily on health, but some other application areas will be discussed as well. This course also has several labs to help students gain hands-on experience in applying GIS-based models in ArcGIS to address specific research questions in health and social sciences.

GY663 Seminar in Geomorphology

Hours 3

Geomorphology is the study of earth surface processes and landforms, including quantitative analyses of how and why landscapes change over space and time. In this seminar students will examine how and why geomorphic systems function and change in response to climatic and tectonic forcing and human activities through readings and group discussions.

GY670 Special Topics

SP

Hours 1-6

Courses with this number address geography topics not covered by existing courses. The credit hours and format are arranged as appropriate to each topic. The specific course title is added at the time the course is taught. Offered irregularly.

Special Topics Course

GY682 Data Science Analytics for Water

Hours 3

Navigating the nexus of water resources and data science, this course offers a deep dive into the transformative power of analytics in understanding and managing our most vital resource. Grounded in practical applications, students harness computational tools like Python or R, and Excel to explore, analyze, and visualize water-related data. The course emphasizes the synergy of traditional methods and contemporary data-driven techniques, including advanced visualization with tools like Power BI. Beyond just techniques, the course offers a journey into the essence of water data, from data collection to predictive modeling for critical challenges like floods and droughts. Through interdisciplinary engagement, students will gain a comprehensive understanding of water's data landscape, fostering informed solutions for a sustainable future. Combining hands-on labs with theoretical insights, students emerge not just as data analysts but as stewards of our water future.

GY685 Seminar in Water Science and Resources

SP

Hours 1-6

Water is a critical natural resource for sustaining societal and ecological processes. In this seminar students will examine contemporary issues in water resources through readings and group discussions, with an interdisciplinary approach incorporating hydrology, fluvial geomorphology, hydroclimatology, ecohydrology, and water policy and management.

Special Topics Course

GY699 Dissertation Research in Geography

Hours 1-12

This independent research course partially fulfills required doctoral level research dissertation hours toward the Ph.D. in Geography. A total of 24 dissertation hours are required. The course is conducted under the guidance of the Ph.D. advisor. The student repeats hours in this course at least until the dissertation requirements have been satisfactorily completed. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology with the aim of producing an original scientific contribution that represents a novel development in the field or a novel twist on a pre-existing topic in the field.

Prerequisite(s): You must be a PhD student in Geography that has defended a dissertation proposal and successfully completed requirements for Ph.D. candidacy.

HY500 Special Studies in History

SP

Hours 3-6

No description available

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Special Topics Course

HY599 Thesis Research

Hours 1-6

No description available

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HY600 Teaching History

Hours 1

A basic introduction to teaching history in colleges and universities. Will treat such issues as course planning, lecturing, handling discussions, classroom procedures and policies, student evaluation and ethical problems in teaching.

HY601 Literature Of American History

Hours 4

No description available

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HY602 Lit American History Sc 1865

Hours 4

Course examines major historical scholarship of American history since the Civil War.

HY603 Literature European Hist

Hours 4

This course examines major historical scholarship of European Literature.

HY605 Lit Latin Amercn History

Hours 4

This course examines major historical scholarship of Latin American History.

HY606 Prosem Us Histry To 1877

Hours 4

No description available

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HY607 Prosem Us HY Since 1877

Hours 4

No description available

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HY608 Prosem Southern History

Hours 4

This reading-intensive proseminar introduces students to important historiographical debates in the History of the American South. Chronological boundaries of the course vary by instructor.

HY631 Early Mod Brit Eur Hy

Hours 4

Course examines major historical scholarship of early modern British European history.

HY635 Recent Brit Eur History

Hours 4

*No description available***HY639 Prosem Military/Naval Hy**

Hours 4

*No description available***HY665 Special Studies**

SP

Hours 4

A special topic seminar: the seminar work varies each time offered. Students primarily work independently on selected projects; however, they work closely with the course instructor. Students will share their research with their colleagues and engage in peer critique throughout the semester.

Special Topics Course

HY680 Grad Research Seminar

Hours 4

This course will offer students the opportunity to do original research in primary sources for the purpose of completing an article-length piece of original scholarship. In addition to working intensively (in conjunction with the instructor) on all stages of their individual seminar paper projects, students will examine the skills and methods necessary to conduct research, discuss matters of common concern in the research and writing processes, share the results of their research with their colleagues, and engage in peer-critique of each other's work. Our group conversations will not only be designed to aid individual students in the production of their seminar papers, but also will continually focus on the historians' craft, the challenges historians face in carrying out our work, and the methods we deploy to address those challenges.

HY697 Directed Readings

SP

Hours 1-4

No description available

Special Topics Course

HY698 Directed Research

Hours 1-4

*No description available***HY699 Dissertation Research**

Hours 1-12

*No description available***IT538 Renaissance Comedy**

Hours 3

From the revival of classical tropes to the invention of commedia dell'arte, from the arrival of the new professional actress to the first burlesque play published by a woman, Italy was at the avant-garde of early modern comedy in Europe. This course traces that tradition, looking first at ancient theories and models before considering the impact of humanism, poetic theory, conduct literature, the rise of professional theater troupes, the celebrity associated with female performers, and anti-classical satire. While plays will be at the core of our primary readings, poetry, treatises, dialogues, and contrasti (theatrical debates) will also be incorporated. Secondary studies will explore comedy from the perspectives of reception theory, performance studies, gender studies, the history of emotions, and social history.

LA590 Adv Readings Latin Literature

SP

Hours 3-6

No description available

Special Topics Course

MATH501 Pathway to Graduate Studies in Mathematics

Hours 1

This course is to help students transition into graduate studies in math, and improve their understanding of math topics in introductory real analysis and advanced linear algebra. Credits for this course will not count toward any degree program.

MATH502 Teaching Workshop

Hours 2

This course is to prepare graduate students to teach lower-division mathematics courses. Students will explore topics related to preparing for class, methods for engaging students and cultivating a learning-centered classroom environment, and methods for understanding and assessing student thinking. This course does not count towards any degree program.

MATH503 Algebraic Structures for Secondary Teachers

Hours 3

Explore the interconnections between the algebraic, analytic, and geometric areas of mathematics with a focus on properties of various number systems, importance of functions, and the relationship of algebraic structures to solving analytic equations. This exploration will also include the development and sequential nature of each of these branches of mathematics and how it relates to the various levels within the algebra mathematics curriculum.

Prerequisite(s): C- or higher in MATH 237 and C- or higher in MATH 301

MATH504 Topics Mod Math Teachers

SP

Hours 1-3

Diverse mathematical topics designed to enhance skills and broaden knowledge in mathematics for secondary mathematics teachers.

Special Topics Course

MATH505 Geometry for Secondary Teachers

Hours 3

This course will give an overview of geometry from a modern point of view. Axiomatic, analytic, transformational, and algebraic approaches to geometry will be used. The relationship between Euclidean geometry, the geometry of complex numbers, and trigonometry will be emphasized.

Prerequisite(s): C- in MATH 403 or C- in MATH 503

MATH508 Topics In Algebra

SP

Hours 3

Content changes from semester to semester to meet the needs of students. Designed for graduate students not majoring in mathematics.

Special Topics Course

MATH509 Data Analysis for Secondary Teachers

Hours 3

Concepts and techniques of posing questions and collecting, analyzing, and interpreting data. Topics include: univariate and bivariate statistics, probability, simulation, confidence intervals and hypothesis testing.

Prerequisite(s): C- or higher in MATH 125 and C- or higher in ST 260

MATH510 Numerical Linear Algebra

Hours 3

Further study of matrix theory emphasizing computational aspects. Topics include direct solution of linear algebraic systems, analysis of errors in numerical methods for solutions of linear systems, linear least-squares problems, orthogonal and unitary transformations, eigenvalues and eigenvectors, and singular value decomposition.

Prerequisite(s): MATH 371 or MATH 572

MATH511 Numerical Analysis I

Hours 3

Mathematical principles of numerical analysis and their application to the study of certain methods. Topics includes numerical methods for solving nonlinear equations; iterative methods for solving linear systems of equations; approximation and interpolation methods; numerical differentiation and integration techniques; and numerical methods for solving initial-value problems for ordinary differential equations.

Prerequisite(s): (MATH 237 and MATH 238 and MATH 537) or permission of instructor

MATH512 Numerical Analysis II

Hours 3

This is the second course in the numerical analysis sequence for graduate students in mathematics, science or engineering with an emphasis on numerical methods for solving boundary value problems, ordinary differential equations and partial differential equations, multistep methods for initial value problems, and approximation theory (least-squares problems, fast Fourier Transforms).

Prerequisite(s): MATH 343 and MATH 511

MATH520 Linear Optimization Theory

Hours 3

This course is an introduction to theory of linear programming. Topics include: basic theory (fundamental theorem of LP, equivalence of basic feasible solutions and extreme points, duality and sensitivity results), simplex algorithm and its variations, and special applications to transportation and network problems. Non-simplex methods are also briefly introduced.

Prerequisite(s): MATH 572 or permission of instructor

MATH521 Non-Linear Optimization Theory

Hours 3

This course is an introduction to nonlinear programming. Topics will include necessary and sufficient conditions for optimality, as well as basic theory and numerical algorithms for several traditional optimization methods, e.g., basic descent methods, conjugate direction methods, quasi-Newton methods, penalty and barrier methods, Lagrange multiplier methods. A brief introduction to selected modern topics may be added if time permits.

Prerequisite(s): MATH 572 or permission of instructor

MATH530 Mathematical Foundations of Data Science and Programming

Hours 3

An introduction to the mathematical foundations of data science, machine learning, and programming. The fundamental roles of linear algebra and probability theory in data science will be explored. Heuristics for a variety of learning tasks, such as methods for clustering, classification, regression, or deep learning will be discussed in tandem with mathematical justifications for their use and effectiveness, as well as exercises illustrating their practical use in data analysis. Theoretical models for the feasibility of machine learning and for different types of learning problems will be introduced. Python programming will also be introduced.

Prerequisite(s): (MATH 355 and MATH 572) or permission of instructor

MATH538 Topics in Mathematics

SP

Hours 3

This is a general topics course in mathematics. The contents will vary depending on department needs.

Special Topics Course

MATH541 Boundary Value Problems

Hours 3

Emphasis on boundary value problems for classical partial differential equations of physical sciences and engineering. Other topics include Fourier series, Fourier transforms, asymptotic analysis of integrals and boundary-value problems for ordinary differential equations.

Prerequisite(s): MATH 343 and MATH 486 or MATH 586.

MATH551 Math Stats W/Applictn I

Hours 3

Introduction to mathematical statistics. Topics include bivariate and multivariate probability distributions, functions of random variables, sampling distributions and the central limit theorem, concepts and properties of point estimators, various methods of point estimation, interval estimation, tests of hypotheses and Neyman-Pearson lemma with some applications.

Prerequisite(s): MATH 355

MATH552 Math Stats W/Applictn II

Hours 3

This course considers further applications of the Neyman-Pearson lemma, likelihood ratio tests, Chi-square test for goodness of fit, estimation and test of hypotheses for linear statistical models, analysis of variance, analysis of enumerative data, and some topics in nonparametric statistics.

Prerequisite(s): MATH 551

MATH554 Advanced Math Statistics I

Hours 3

Distributions of random variables, moments of random variables, probability distributions, joint distributions, and change of variable techniques.

Prerequisite(s): MATH 237 and MATH 355 and (MATH 486 or MATH 586) or permission of instructor

MATH555 Advanced Math Statistics II

Hours 3

Order statistics, asymptotic distributions, point estimation, interval estimation, and hypothesis testing.

Prerequisite(s): MATH 554 or equivalent

MATH557 Stochastic Processes I

Hours 3

Introduction to the basic concepts and applications of stochastic processes. Markov chains, continuous-time Markov processes, Poisson and renewal processes, and Brownian motion. Applications of stochastic processes including queueing theory and probabilistic analysis of computational algorithms.

Prerequisite(s): MATH 355

MATH559 Stochastic Processes II

Hours 3

Continuation of MATH 557. Advanced topics of stochastic processes including Martingales, Brownian motion and diffusion processes, advanced queueing theory, stochastic simulation, and probabilistic search algorithms such as simulated annealing.

Prerequisite(s): MATH 457 or MATH 557

MATH560 Intro Differential Geom

Hours 3

Introduction to basic classical notions in differential geometry: curvature, torsion, geodesic curves, geodesic parallelism, differential manifold, tangent space, vector field, Lie derivative, Lie algebra, Lie group, exponential map, and representation of a Lie group.

Prerequisite(s): MATH 586 or equivalent

MATH565 Intro General Topology

Hours 3

Basic notions in topology that can be used in other disciplines in mathematics. Topics include topological spaces, open sets, closed sets, basis for a topology, continuous functions, separation axioms, compactness, connectedness, product spaces, quotient spaces, and metric spaces.

Prerequisite(s): MATH 586 or equivalent

MATH566 Intro Algebraic Topology

Hours 3

Homotopy, fundamental groups, covering spaces, covering maps, and basic homology theory, including the Eilenberg Steenrod axioms.

Prerequisite(s): MATH 565 or equivalent

MATH570 Prin Modern Algebra I

Hours 3

This is a first course in abstract algebra. Topics include groups, permutations groups, Cayley's theorem, finite Abelian groups, isomorphism theorems and Lagrange's theorem. Usually offered in the spring semester. Credit for this course will not be counted toward a Ph. D. in Mathematics.

Prerequisite(s): (MATH 237 and MATH 301) or MATH 371 or MATH 572

MATH571 Prin Modern Algebra II

Hours 3

An introduction to ring theory. Topics include rings, polynomial rings, matrix rings, modules, fields and semi-simple rings. Usually offered in the fall semester.

Prerequisite(s): MATH 570

MATH572 Advanced Linear Algebra

Hours 3

A proof-oriented classes covering the theory of vector spaces; bases and coordinates; linear transformations and matrices; determinants; eigenvalues, eigenvectors and diagonalization; inner product spaces; adjoint operators; the spectral theorem; and Jordan Canonical Form.

Prerequisite(s): (MATH 237 and MATH 301) or permission of instructor

MATH573 Abstract Algebra I

Hours 3

Fundamental aspects of group theory are covered. Topics include Sylow theorems, semi-direct products, free groups, composition series, nilpotent and solvable groups, and infinite groups.

Prerequisite(s): MATH 570

MATH585 Intro Complex Variables

Hours 3

Some basic notions in complex analysis. Topics include analytic functions, complex integration, infinite series, contour integration, and conformal mappings. Credit for this course will not be counted if it is taken after MATH 583.

Prerequisite(s): MATH 227 or MATH 247

MATH586 Introduction to Real Analysis I

Hours 3

Rigorous development of the calculus of real variables. Topics include the topology of the real line, sequences and series, limits, limit suprema and infima, continuity, and differentiation, Taylor polynomials.

Prerequisite(s): MATH 301

MATH587 Introduction to Real Analysis II

Hours 3

A continuation of Math 586. Topics include Riemann integration, sequences and series of functions, uniform convergence, power series, topology of metric spaces, the Weierstrass approximation theorem, the Arzela-Ascoli theorem, derivatives of multivariable functions, implicit function theorem, inverse function theorem.

Prerequisite(s): MATH 586

MATH588 Theory Diff Equations I

Hours 3

Topics covered include existence and uniqueness of solutions, Picard theorem, homogenous linear equations, Floquet theory, properties of autonomous systems, Poincare-Bendixson theory, stability, and bifurcations.

Prerequisite(s): MATH 238 and MATH 586

MATH591 Teaching College Math

Hours 3

Preparation for future mathematics faculty for the teaching component of a faculty position at community colleges, four-year colleges or universities, comprehensive universities, or research universities. Topics include active learning strategies and course development, including syllabi, textbook selection, and assessment strategies.

MATH593 Collegiate Math Education Rsrc

Hours 3

This course is designed to enable students to understand and synthesize current research in college mathematics education involving subjects usually taught during the first two years of college. This will include a survey of a range of educational research models and will discuss qualitative, quantitative, and mixed methods research design in mathematics education research.

MATH597 Directed Individual Studies

SP

Hours 3

This is a course on directed individual studies in mathematics. The contents will vary depending on department needs.

Prerequisite(s): permission of instructor

Special Topics Course

MATH598 Non-Thesis Research

Hours 1-3

Research not related to thesis. Students are required to write a project report that summarizes their research activities and findings.

Prerequisite(s): Instructor Permission

MATH599 Thesis Research

Hours 1-6

*No description available***MATH610 Iterative Meth Linear Sys**

Hours 3

Describes some of the best iterative techniques for solving large sparse linear systems.

MATH611 Numerical Methods for Partial Differential Equations

Hours 3

Finite difference methods for hyperbolic, parabolic, and elliptical partial differential equations; consistency, convergence, and order of accuracy of finite difference schemes; stability analysis and the Courant-Friedrichs-Lewy (CFL) condition; numerical dispersion and dissipation; finite difference schemes in higher dimensions; implicit methods and alternating direction implicit (ADI) schemes; a brief introduction to additional topics, such as spectral methods, pseudo-spectral methods, finite volume methods, and finite element methods, may be offered at the discretion of instructor.

Prerequisite(s): MATH 512 or equivalent, and ability to program in a high-level programming language (MATLAB, C++, or FORTRAN).

MATH638 Advanced Topics in Mathematics

SP

Hours 3

This is an advanced topics course in mathematics. The contents will vary depending on department needs.

Prerequisite(s): permission of instructor

Special Topics Course

MATH642 Partial Differential Equations I

Hours 3

This is an introductory course in partial differential equations. It covers the theory, methods of solution, and applications related to the three second order equations of mathematical physics (the Laplace's equation, the heat equation, and the wave equation), and the nonlinear first order equations.

Prerequisite(s): MATH 238 and MATH 586 or equivalent or Instructor Permission

MATH643 Partial Differential Equations II

Hours 3

Topics include a variety of techniques that are useful for finding explicit solutions for various partial differential equations (similarity solutions, transform methods, asymptotics, power series) and the fundamental theory of second order partial differential equations (Sobolev spaces, weak solutions, energy estimates, regularity, and maximum principles).

Prerequisite(s): MATH 642 and MATH 587 or Instructor Permission

MATH648 Topics in Partial Differential Equations

Hours 3

This course concerns the modern theory of partial differential equations (PDE). We will concentrate on modern techniques in the theoretical study of linear and nonlinear PDEs. Topics include Sobolev spaces, weak solutions for second order elliptic, parabolic, and hyperbolic equations, the calculus of variations, nonvariational techniques, systems of conservation laws, fluid dynamics, and other topics decided by instructor.

Prerequisite(s): (MATH 541 or MATH 642) and MATH 580, or permission of instructor.

MATH661 Algebraic Topology I

Hours 3

In-depth study of homotopy and homology. The theory of cohomology is also introduced as are characteristic classes.

MATH674 Abstract Algebra II

Hours 3

Topics include the theory of fields, including Galois theory, Noetherian and Artinian rings and their modules, polynomial rings, and free and projective modules.

Prerequisite(s): MATH 573

MATH677 Topics Algebra I

SP

Hours 3

Content decided by instructor. Recent topics covered include linear groups, representation theory, commutative algebra and algebraic geometry, algebraic K-theory, and theory of polycyclic groups.

Special Topics Course

MATH680 Real Analysis I

Hours 3

Topics covered include measure theory, Lebesgue integration, convergence theorems, Fubini's theorem, and LP spaces.

Prerequisite(s): MATH 587

MATH681 Real Analysis II

Hours 3

A continuation of Math 580. Topics covered include basic theory of LP spaces, convolutions, Hahn decomposition, the Radon-Nikodym theorem, Riesz representation theorem, and Banach space theory, including the Hahn-Banach theorem, the open mapping theorem, and the uniform boundedness principle.

Prerequisite(s): MATH 580

MATH683 Complex Analysis I

Hours 3

The basic principles of complex variable theory are discussed. Topics include Cauchy-Riemann equations, Cauchy's integral formula, Goursat's theorem, the theory of residues, the maximum principle, and Schwarz's lemma.

Prerequisite(s): MATH 586

MATH684 Complex Analysis II

Hours 3

We will cover various topics in Complex Analysis. Some possible topics include: Riemann mapping theorem, conformal mapping, normal families, Zalcman's lemma, Picard's theorem, Bloch's theorem, the monodromy theorem, elliptic functions, ultrahyperbolic metrics, harmonic measure, Hardy spaces, special functions.

Prerequisite(s): MATH 583

MATH686 Functional Analysis I

Hours 3

An introduction to functional analysis. Topics include Banach spaces, duality, weak and weak* topologies, Banach-Alaoglu Theorem, Hilbert spaces, Riesz theorem, orthonormal bases, operator theory on Banach and Hilbert spaces, spectral theory, compact operators.

Prerequisite(s): MATH 681 and (MATH 583 or MATH 585)

MATH688 Topics in Analysis

SP

Hours 3

Advanced course in real analysis. Topics may include harmonic analysis (the Fourier transform, Hardy-Littlewood maximal operator, interpolation, singular integral operators, BMO and Hardy spaces, weighted norm inequalities) or analysis and PDEs (Sobolev spaces, weak solutions to PDEs, Lax-Milgram theory, the Fredholm alternative, existence and regularity for elliptic and parabolic equations).

Prerequisite(s): MATH 681

Special Topics Course

MATH697 Directed Individual Studies of Advanced Topics

SP

Hours 3

This is a course on directed individual studies of advanced topics in mathematics. The contents will vary depending on department needs.

Prerequisite(s): permission of instructor

Special Topics Course

MATH698 Non-Dissertation Research

Hours 3-9

This course will examine a topic not included in the student's dissertation.

MATH699 Dissertation Research

Hours 1-12

No description available

MLC580 Special Topics

Hours 3

Topics may be in literature, linguistics, culture, or a combination. Topics may pertain solely to one or more language or to an array of languages. May be repeated for credit.

MS548 Intro To Oceanography

Hours 4

A general introduction to the oceans, with emphasis on chemical, physical, and geological processes and the relationship of these processes to biological systems.

MUA501 Secondary Applied Study

Hours .5-1

Private instruction.

MUA518 Trumpet Ensemble

Hours 1

Applied performance ensemble for trumpet students at the graduate level.

MUA527 Horn Choir

Hours 1

Applied ensemble for horn students at the graduate level.

MUA528 Tuba and Euphonium Ensemble

Hours 1

Small applied ensembles at the graduate level.

MUA550 Huxford Symphony Orchestra

Hours 1

Applied ensemble at the graduate level.

MUA551 Brass Choir

Hours 1

Applied ensemble for brass musicians. Permission of instructor is required.

MUA552 Wind Ensemble

Hours 1

Applied Ensemble at the graduate level.

MUA554 Symphonic Band

Hours 1

MUA 554 is a listening-focused, processed-oriented ensemble that provides an opportunity for the members to emphasize interactive musical skills in a large ensemble setting. Specifically on the graduate level, students would be interacting with both graduate and undergraduate musicians on current and historic works inside of the wind band repertoire. While promoting the advancement of wind music of artistic and historical significance, it reinforces the musical skills taught in the individual studios and develops the applications of those skills. Graduate students are pushed to embrace individual parts while interacting in a new ensemble setting full of student musicians with similar talents and skills.

MUA555 Trombone Choir

Hours 1

Applied ensemble for trombone students at the graduate level.

MUA556 Percussion Ensemble

Hours 1

Percussion ensemble at the graduate level.

MUA557 Campus Band

Hours 0-1

Applied ensemble at the graduate level open to the entire campus community.

MUA558 Contemporary Ensemble

Hours 1

Applied ensemble at the graduate level.

MUA559 Jazz Ensembles

Hours 1

Applied ensemble in jazz for graduate students.

MUA560 Opera Workshop

Hours 1

Applied ensemble at the graduate level.

MUA561 Opera Production

Hours 1

This course will explore all aspects of opera production, including musical and staging rehearsals, technical elements and stage management and will culminate in a full length production.

MUA562 University Chorus

Hours 1

Applied Ensemble at the Graduate level.

MUA563 University Singers

Hours 1

Applied ensemble at the graduate level.

MUA564 Alabama Chamber Choir

Hours 1

The Alabama Chamber Choir is a mixed choral ensemble primarily conducted by advanced University of Alabama undergraduate choral music education students. Chamber Choir will afford all choristers the opportunity to peruse a broad spectrum of choral ensemble music, most of which will be suitable for programming in a traditional public school choral music setting. While experiencing breadth of repertoire will be a key philosophical component of Chamber Choir, high quality choral performance will drive the methodology. In that regard, student directors, through collaboration with the instructor, will prepare and conduct one selection in an authentic performance setting.

MUA565 Flute Choir

Hours 1

Applied ensemble for flute students at the graduate level.

MUA567 Jazz Combo

Hours 1

No description available

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MUA568 Treble Chorus

Hours 1

Applied Ensemble at the Graduate level.

MUA569 Chamber Music

Hours 1

Small applied ensembles at the graduate level.

MUA570 Harp (Majors)

Hours .5-4

No description available

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MUA571 Piano

Hours .5-4

No description available

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MUA572 Organ

Hours .5-4

No description available

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MUA574 Voice

Hours .5-4

No description available

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MUA575 Violin

Hours .5-4

No description available

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MUA576 Viola

Hours .5-4

No description available

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MUA577 Cello

Hours .5-4

No description available

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MUA578 Double Bass

Hours .5-4

Double bass study at the graduate level for music majors.

MUA579 Flute

Hours .5-4

No description available

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MUA580 Oboe

Hours .5-4

No description available

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MUA581 Bassoon

Hours 1-4

Applied Bassoon study for majors in the Masters of Music program.

MUA582 Clarinet

Hours .5-4

No description available

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MUA583 Saxophone

Hours .5-4

No description available

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MUA584 Trumpet

Hours .5-4

No description available

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MUA585 French Horn

Hours .5-4

No description available

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MUA586 Trombone

Hours .5-4

No description available

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MUA587 Euphonium

Hours .5-4

No description available

.

MUA588 Tuba

Hours .5-4

No description available

.

MUA589 Percussion

Hours .5-4

No description available

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MUA592 Tenor and Bass Chorus

Hours 1

Applied Ensemble at the Graduate level.

MUA670 Harp (Majors)

Hours .5-4

No description available

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MUA671 Piano

Hours .5-4

No description available

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MUA672 Organ

Hours .5-4

No description available

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MUA674 Voice

Hours .5-4

No description available

.

MUA675 Violin

Hours .5-4

No description available

.

MUA676 Viola

Hours .5-4

No description available

.

MUA677 Cello

Hours .5-4

No description available

.

MUA678 Double Bass

Hours .5-4

Double bass study at the graduate level.

MUA679 Flute

Hours .5-4

No description available

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MUA680 Oboe (Majors)

Hours .5-4

Applied oboe study at the Doctoral level.

MUA681 Bassoon (Majors)

Hours .5-4

Applied bassoon study at the Doctoral level.

MUA682 Clarinet

Hours .5-4

Applied clarinet study at the Doctoral Level.

MUA683 Saxophone

Hours .5-4

No description available

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MUA684 Trumpet

Hours .5-4

No description available

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MUA685 Horn

Hours .5-4

No description available

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MUA686 Trombone

Hours .5-4

No description available

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MUA687 Euphonium

Hours .5-4

No description available

.

MUA688 Tuba

Hours .5-4

No description available

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MUA689 Percussion

Hours .5-4

No description available

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MUS501 Intro Grad Study In Mus

Hours 3

An introduction to the basic bibliographic tools and research techniques in music. Offered fall semester.

MUS502 Film Scoring

Hours 3

A study of the art of scoring music for films. The course will examine aesthetics of film scoring and apply it in this course. Offered fall semester.

MUS503 18th-Century Counterpoint II

Hours 3

The analysis and writing of fugue, variation, ground-bass, and canon.

MUS504 Analysis of Tonal Music

Hours 3

Survey of recent analytical techniques for tonal repertoires with an emphasis on creating close readings of complete pieces.

MUS505 Studio Tech Arrang Orchestrn

Hours 3

This course is an approach to arranging and orchestration in both jazz and commercial settings. The emphasis will be placed on writing for the studio orchestra, MIDI instrumentation, and vocal groups with a focus on the 4- to 6-piece group (jazz and commercial). Offered fall semester.

MUS510 Advanced Arranging

Hours 3

Study of current techniques in arranging, including use of symmetrical scales and chords, pedal points, polytonality and planing techniques. Offered spring semester.

MUS512 Electronic Music I

Hours 3

A survey of seminal works featuring electronic elements. Mastering the principles of recording, editing, signal processing, mixing, mastering, MIDI, sampling, and sound design. This course encourages work that overlaps with other programs of study; particularly composition, performance, audio engineering, and music production.

MUS514 Electronic Music II

Hours 3

A continued survey of seminal works featuring electronic elements. Instruction in the design and utilization of sound-generating computer programs for digital synthesis, MIDI, and advanced techniques associated with recording and producing audio. This course encourages work that overlaps with other programs of study; particularly, composition, performance, and audio engineering degrees.

MUS516 Special Topics in Music Theory*SP*

Hours 3

Advanced course in music theory; topics may vary according to instructor.

Special Topics Course

MUS517 Special Topics in Music Composition*SP*

Hours 3

Advanced course in music composition; topics may vary according to instructor.

Special Topics Course

MUS518 Schenkerian Analysis

Hours 3

Study of pitch structure in tonal compositions as revealed by Heinrich Schenker and his followers.

Prerequisite(s): MUS 504

MUS519 Adv Composition I

Hours 3

Creation of large-scale musical compositions. Offered fall and spring semesters and on demand.

MUS520 Adv Composition II

Hours 3

Creation of large-scale musical compositions. Offered fall and spring semesters and on demand.

MUS525 Instrumentation

Hours 3

A survey of instrumental strengths, abilities, and weaknesses. Basic instrumentation and writing for all ensembles and orchestra. This course encourages work that overlaps with other programs of study; particularly composition, performance, audio engineering, and music production.

MUS527 Studies In Special Lit*SP*

Hours 3

Materials vary each semester. May be repeated for credit up to four semesters.

Special Topics Course

MUS528 Orchestration

Hours 3

A survey of instrumental strengths, abilities, and weaknesses. Special emphasis on the art and science of writing for larger ensembles. This course encourages work that overlaps with other programs of study; particularly composition, performance, audio engineering, and music production.

Prerequisite(s): MUS 525

MUS532 Graduate Diction Review

Hours 2

This course is an intensive review of undergraduate diction designed for graduate students who did not perform adequately on the Diction Diagnostic examination at matriculation. A grade of no lower than C must be earned in this course if the student is to satisfy the requirement for mediation.

Prerequisite(s): In order to register for this course, the student must have been accepted into the MM or DMA program in Vocal Performance.

MUS534 Renaissance Proseminar

Hours 3

An intensive study of the music, the composers, the diverse styles, genres, and techniques, the theoretical and aesthetic principles, and the performance practices associated with music of the Renaissance via reading, listening, and musical analysis.

MUS535 Baroque Proseminar

Hours 3

An intensive study of the music, the composers, the diverse styles, genres, and techniques, the theoretical and aesthetic principles, and the performance practices associated with Baroque music via reading, listening, and musical analysis.

MUS536 Prosem Opera History Lit

Hours 3

Survey of operatic styles from the 17th to the 20th centuries via discussion and analysis of selected works.

MUS537 Analysis of 20th-Century Music

Hours 3

Survey of a variety of technical approaches to composition in the 20th century and such organizing techniques as harmony, voice leading, textural design, form, and orchestration.

MUS539 Special Topics in Lyric Diction*SP*

Hours 2

This course is a rotation of special topics in advanced lyric diction designed for graduate students demonstrating basic proficiency in International Phonetic Alphabet usage as applied to lyric diction.

Prerequisite(s): MUS 532

Special Topics Course

MUS545 Graduate Vocal Pedagogy

Hours 3

A detailed study of the historical and contemporary methods of pedagogy, and analysis of pedagogical problems.

MUS550 Prosem Music Classic Era

Hours 3

An intensive study of the music, the composers, the diverse styles and techniques, the theoretical and aesthetic principles, and the performance practices associated with music of the pre-classical and classical periods via reading, listening, and musical analysis.

MUS552 Directed Studies Piano

Hours 1-3

Independent research projects in piano pedagogy. Offered each semester.

MUS553 Prosem Music Romantic Pd

Hours 3

An intensive study of the music, the composers, the diverse styles and techniques, the theoretical and aesthetic principles, and the performance practices associated with music of the 19th century via reading, listening, and musical analysis.

MUS554 Proseminar In Jazz

Hours 3

A study of jazz history and performance practices as applied to the performing musician and educator via transcription, analysis and research. Offered spring semester.

MUS558 Prosem Music 20th Centry

Hours 3

An intensive study of the music, the composers, the diverse styles and techniques, the theoretical and aesthetic principles, and the performance practices associated with music composed after 1900 via reading, listening, and musical analysis.

MUS559 Spec Topics Musicology

SP

Hours 3

Advanced study of a selected topic in musicology. Offered on demand.

Special Topics Course

MUS561 Hy Wind Band Trad Lit

Hours 3

Comprehensive study of band history from the Renaissance to the present, together with a survey of early and traditional wind works of Mozart, Mendelssohn, Berlioz, Holst, Grainger, Poulenc and others. Offered fall semesters and during the first summer terms of even-numbered years.

MUS563 Projects In Wind Music

Hours 3

Survey of rehearsal techniques and studies in wind performance practices and transcription. Offered fall and spring semesters and during the first summer term.

MUS568 Sem Wind Lit-Chambr Form

Hours 2

An analytical survey of the content and performance practices of selected wind ensemble literature for chamber groups.

MUS571 Choral Literature 1450-1750

Hours 2

In-depth survey of choral literature up to 1750. Offered spring semesters of odd-numbered years.

MUS572 Choral Lit 1750-Present

Hours 2

In-depth survey of choral literature since 1750. Offered spring semesters of even-numbered years.

MUS574 Graduate Vocal Literature I

Hours 2

In-depth survey of the performance criteria and historical significance of solo vocal literature of the United States, British Isles, Germany, Austria, France, Italy, Spain, and Central/South American. Offered in Alternate years.

Prerequisite(s): MUS 474 and MUS 475

MUS577 Adv Organ Literature I

Hours 3

A survey of the literature of the organ from the 15th to the 18th centuries. Offered fall semesters of even-numbered years.

MUS591 Readings in Music History

SP

Hours 3

Readings in Music History.

Special Topics Course

MUS592 Adv Choral Conducting

Hours 3

Representative literature from all periods is studied and conducted. Conducting techniques, rehearsal and vocal techniques, diction, performance practice, and score analysis are emphasized. Offered each semester. May be repeated for credit with varied repertoire.

MUS594 Adv Instrumental Conduct

Hours 3

Baton technique, score reading, analysis, interpretation, rehearsal techniques and instrumental problems in a few selected scores. Offered spring semester.

MUS595 Graduate Theory Review

Hours 3

This course is a review and recasting of classical concepts, including harmony, counterpoint, and form.

MUS598 Non-Thesis Research

Hours 1-12

No description available

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MUS599 Thesis Research

Hours 1-6

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in music. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

MUS601 Seminar in Doctoral Research

Hours 3

This course builds upon the writing and research skills developed in courses like MUS 501 (Introduction to Graduate Study in Music), and it also serves as a prequel for the work students will undertake in MUS 699 (Document Research). It offers practical guidance in developing the various advanced projects required for the D.M.A. degree: the document prospectus, manuscript prospectus, and lecture/lecture-recital prospectus. The course additionally introduces best practices for crafting several written materials typically required for both academic and professional positions, including CVs/résumés, cover letters, and teaching/diversity statements. Situated at a transition point between students' academic coursework and their culminating doctoral requirements, the course affords students the opportunity to apply their writing and research skills directly toward their future careers.

MUS619 Adv Composition III

Hours 4

*No description available***MUS620 Adv Composition IV**

Hours 4

*No description available***MUS622 Sem Medieval Renaiss Mus**

Hours 3

An intensive study of a specific topic associated with Medieval and/or Renaissance music. Topic varies.

MUS625 Seminar Romantic Music

Hours 3

An intensive study of a specific topic associated with 19th-century music. Topic varies.

MUS626 Sem Twentieth Cent Music

Hours 3

An intensive study of a specific topic associated with music written in the 20th century. Topic varies.

MUS639 Special Topics in Lyric Diction

SP

Hours 2

This course is a rotation of special topics in advanced lyric diction designed for graduate students demonstrating basic proficiency in International Phonetic Alphabet usage as applied to lyric diction.

Prerequisite(s): MUS 532

Special Topics Course

MUS640 Opera Pedagogy and Stage Direction I

Hours 3

This two-course sequence is designed for graduate students interested in teaching opera stage craft and in opera stage direction. Opera Pedagogy and Stage Direction I will primarily focus on administration and teaching within an Opera Workshop training and performing program.

Prerequisite(s): One semester each of MUA 560 (Opera Workshop) and MUA 561 (Opera Production) is required.

MUS641 Opera Pedagogy and Stage Direction II

Hours 3

This two-course sequence is designed for graduate students interested in teaching opera stage craft and in opera stage direction. Opera Pedagogy and Stage Direction II will primarily focus on stage direction and production administration.

Prerequisite(s): One semester each of MUA 560 and MUA 561 is required.

MUS642 Vocal Pedagogy

Hours 3

An analytical survey of voice teaching with emphasis on practical application. Offered on demand.

MUS643 Brass Wind Strg Pedagogy

Hours 3

Intended to teach doctoral students how to be successful in applied studio teaching at the collegiate and preparatory level. The focus of the course will be specific relative to the student's major instrument. Offered each semester.

MUS644 Advanced Vocal Pedagogy II

Hours 3

An advanced study of modern vocal pedagogy with special attention to recent acoustical research and technology, and its practical application in the voice studio.

Prerequisite(s): MUS 545 or MUS 642

MUS650 Wind Conduct Pedagogy

Hours 3

A practical and theoretical study of conducting instruction.

MUS651 Choral Conduct Pedagogy

Hours 3

A practical and theoretical study of conducting instruction.

MUS652 Special Topics Vocal Lit I

SP

Hours 2

In-depth survey of the performance criteria and historical significance of selected repertoire from the solo vocal literature.

Prerequisite(s): MUS 474 and MUS 475

Special Topics Course

MUS653 Special Topics - Vocal Lit I

SP

Hours 3

Students will acquire a basic working knowledge of standard solo art song by composers from Great Britain and France.

Special Topics Course

MUS669 Sem in Wind Lit - Large

Hours 2

The Seminar in Wind Literature, Large Forms, focuses on a particular genre, composer or style period within the wind band repertoire. The seminar for Spring 2014 will explore the music of David Maslanka. Mr. Maslanka is considered to be one of the most significant composer of wind music over the later portion of the 20th century to the present. The works to be studied were selected based on: an effort to include a representative sample of Maslanka's complete catalogue, an effort to include representative types of his works (e.g. concerti, symphonies, etc.), an effort to include the works considered to be most significant, and the works intrinsic value.

MUS674 Topics Choral Literature

SP

Hours 2

A thorough analysis and historical study of the repertoire for the lecture recital. May be repeated for credit.

Special Topics Course

MUS677 Topics In Organ Lit

SP

Hours 3

In-depth study of the organ literature of a specific period, its content and performance practice related to the organs of the period, and the performance of the literature. Offered each semester. May be repeated for credit if literature varies.

Special Topics Course

MUS692 Adv Choral Conducting

Hours 3

Advanced conducting techniques, score analysis and preparation, performance practice and interpretation, rehearsal, and vocal techniques and diction.

MUS694 Adv Wind Conducting

Hours 3

Advanced baton technique, score reading, interpretation, rehearsal techniques and instrumental problems in selected scores.

MUS698 Non-Dissertatn Research

Hours 1-3

*No description available***MUS699 Document Research**

Hours 1-12

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral degree in music. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

MUSM500 Museum Internship

Hours 3

This course is normally taken near the end of the museum studies program after the majority of other required courses have been completed. For the internship, students will develop a project proposal for a 40-hour unpaid internship at a host museum of their choice. Once the proposal is approved by the MUSM Internship Coordinator and MUSM Chair, students will complete the internship at their chosen host museum and be evaluated by their host museum supervisor and MUSM Internship Coordinator.

Prerequisite(s): Enrollment in the MUSM program, completion of at least two of the required courses (MUSM 501, MUSM 502, and MUSM 503), Academic Advisor's approval of the internship proposal, and MUSM Administrator's approval of the internship proposal.

MUSM501 Museum Administration

Hours 3

This course utilizes case studies, analysis of timely topical issues, and problem-based learning exercises to explore many facets of museum studies relevant to administration and management in not-for-profit museums of various types (art, history, natural history, or science/technology). Intended for students considering a career in arts administration, or museums specifically, this course provides an inter-disciplinary introduction to museum work. Students will gain an understanding of the history and philosophy of museums, the role of museums in society, collecting policies, governance, strategic planning, budgeting, grant-writing, museum ethics, multicultural issues, and legal issues in museums. Behind-the-scenes visits to museums and guest speakers will be included.

MUSM502 Museum Collections Management

Hours 3

This course considers the intellectual, physical, legal, financial, social, and ethical challenges of preserving and providing access to museum collections. Through lectures, readings, hands-on activities, and field trips students explore the theory and practice of collections management and learn how to maximize available resources for collections care in any museum regardless of size.

Prerequisite(s): This course has no prerequisites. Students are expected only to have an interest in the course topic and content, a willingness to be active participants in the learning community that the course is designed to create, and the time and energy to complete the required in-class and out-of-class learning activities and assignments.

MUSM503 Museum Education and Exhibition

Hours 3

This course provides an overview of museum exhibition and education initiatives; two of the most important functions of all museums. The emphasis of the first part of the course will be on critiquing, designing and presenting museum exhibitions to various audiences. As exhibition and education are intricately linked in museums, the education component of this course will explore various ways to engage the visiting public through museum displays as well as other public outreach programs. Students should be prepared to not only design appealing museums displays but also successfully export their content in various formats to various publics that include schoolchildren.

Prerequisite(s): This course has no prerequisites. Students are expected only to have an interest in the course topic and content, a willingness to be active participants in the learning community that the course is designed to create, and the time and energy to complete the required in-class and out-of-class learning activities and assignments.

MUSM505 Exhibit Design & Production

Hours 3

This course introduces future museum professionals to an artistic perspective on exhibit design and production. We will learn to use modern tools to enhance a variety of design scenarios. Lighting, material, and manufacturing technologies will be explored. Digital design software training will establish a skill set with immediate practical applications that students can easily build upon. Student designers will refine strategies and techniques required to engage today's ever-changing audience, developing unique artistic responses to inspirational content selected from the vast collections of the University Museums. The class will visit sites for both display and manufacturing research. Hands-on exhibit development will help students to generate a portfolio of projects to assist with placement in the professional museum job market.

PH501 Classical Dynamics

Hours 3

Variational principles and Lagrange's equations; two-body central-force problems; kinematics of rigid-body motion; rigid-body equations of motion; special relativity; Hamilton's equations of motion; and canonical transformations.

PH505 Physics For Science Teachers

Hours 3

Selected topics in contemporary physics for high school and post-secondary science teachers.

PH511 Biophysics

Hours 3

Physics of biological systems: proteins, lipids, nucleic acids, supramolecular structures, and molecular motors; structure, function, energetics, thermodynamics, bionanotechnology. Emphasis on systems that are best understood in physical and molecular detail.

PH512 Physics Pedagogy

Hours 1

This is a course in teaching methodologies for introductory physics, based on recent results from physics education research.

Prerequisite(s): None

PH523 Relativity

Hours 3

Special relativity, equivalence principle, tensor analysis, gravitational effects, curvature, Einstein's field equations, action principle, classic tests of Einstein's theory.

PH531 Electromagnetic Theory

Hours 3

Electric and magnetic fields, Green's functions, and Maxwell's equations.

PH532 Electromagnetic Theory

Hours 3

Electromagnetic waves, relativity, and selected topics.

Prerequisite(s): PH 531

PH534 Digitl Elect Comp Interfc

Hours 3

Theory and practical application of digital integrated circuits, including gates, flip flops, counters, latches, and displays. Computer data acquisition and control using LabView, A/D and D/A fundamentals. Digital communications.

PH541 Quantum Mechanics

Hours 3

Solution of the Schroedinger equation, matrix methods, angular momentum, and approximation methods.

PH542 Quantum Mechanics

Hours 3

Time-dependent perturbation theory, scattering theory, radiation, identical particles, and spin.

Prerequisite(s): PH 541

PH551 Machine Learning

Hours 3

The course will cover a mixture of foundational and applied machine learning topics related to practical applications in analysis of large scientific data. Students will learn the theory behind various machine learning algorithms and tools and will learn how to apply them to real-world problems. This course will introduce the fundamentals of machine learning and classification theory based on statistical learning and describe classes of popular algorithms in depth: decision and rule-based methods (decision trees and rules, bagging and boosting, random forests), deep learning-based models (fully connected, convolutional, recurrent, recursive, Bayesian, geometric deep learning and graph neural networks) as well as other machine learning algorithms. The lectures will be augmented by active learning techniques to promote greater and deeper student engagement. There will be various in-class activities and small-group discussions and problem solving to allow students to build and reinforce connections with fellow students.

Prerequisite(s): Some familiarity object-oriented programming languages (eg. Python, C++) or numerical computing environments would be useful for completion of the practical exercises.

PH561 Nuclear Particle Physics

Hours 3

Structure and properties of nuclear and subnuclear matter; conservation laws; scattering and decay processes; and fundamental interactions.

PH571 Statistical Physics

Hours 3

Ensembles, partition function, quantum statistics, Bose and Fermi systems, phase transitions and critical phenomena, and applications.

PH581 Solid State Physics

Hours 3

Structure of simple crystals; thermal, electrical, and magnetic properties of solids; the free-electron model and the band approximation; and semiconductors.

PH582 Topics Physics & Astronomy

SP

Hours 1-3

May deal with any physics or astronomy topic not covered by existing courses. The course title is added at the time the course is taught. Repeat credit is allowed for different course titles.

Special Topics Course

PH585 Magnetism: Fundamentals and Applications

Hours 3

PH585 is the first course of series of graduate level courses on magnetism (PH585, PH586 - Advanced Magnetism: Magnetic Materials, Phenomena and Devices), magnetic phenomena, magnetic materials with examples of magnetic devices for physical science and engineering students. The course is based on a combination of physical principles (materials physics, condensed matter, physics of magnetism) and examples their applications. Lecture examples, lecture and home work problems throughout the course will be based on applications (see list of applications in the topics list) with emphasize on impact of fundamental magnetism for advances in particular technology.

PH586 Advanced Magnetism: Phenomena, Materials, Devices

Hours 3

PH586 a graduate level course in magnetism, magnetic phenomena, magnetic materials with examples of magnetic devices for physical science and engineering students. The course is based on a combination of physical principles (condensed matter and physics of magnetism) and examples their applications to magnetization process and magneto-transport phenomena. The course material will include the following topics: • Review Principles of Magnetism: Fundamental Magnetic Properties • Magnetic domains and domain walls • Thermal Effects • Micromagnetics • Magnetization Processes • Landau-Lifshitz-Gilbert Equation • Hard and Soft Magnetic Materials, Permanent magnet applications • Overview of modern magnetic recording: magnetic recording media • Ferromagnetic Resonance • Interlayer and Interfacial Exchange and Exchange Bias • Review Principles of Electronic structure and Electronic transport • Magneto-transport Phenomena • Anisotropic Magnetoresistance • Giant Magnetoresistance • Tunneling Magnetoresistance • Overview of MagnetoElectronic devices: HDD reader, MRAM • Special topics may be included, such as critical phenomena (Ising/Heisenberg model), magnetic and non-magnetic neutron scattering, or principles of VSM magnetometry, spin polarized electron characterization techniques.

PH590 Research Techniques

Hours 3

This course provides graduate students with domain-specific skills and knowledge in their research specialty. This training is expected to be undertaken in the context of active engagement by the student in an ongoing or semester-long research project. Alternatively, if formal preparation beyond the available courses is necessary for a student's success within their specialty, such formal preparation (reading, assignments, etc) will be performed under the direction and supervision of the instructor. Any combination of active research and additional specialty formal preparation may be specified by the instructor, as is necessary to advance the student's knowledge and skill toward that necessary to plan and perform successful research in their specialty.

Prerequisite(s): Permission of instructor is required. Core courses must be completed before taking this Research Techniques course.

PH591 Advanced Laboratory

Hours 3

Experimental work in modern physics at an advanced level.

PH592 Precision Timing: Quantum Metrology and Applications

Hours 3

Advanced topics in precision timing and quantum metrology, including the noise types, statistical analyses methods and tools for precision systems; microwave and optical atomic clocks principles and basics of frequency combs; and, ubiquitous ground and space applications of precision timing in our everyday lives, including the precise time and frequency transfer methods. The lectures will be augmented by active learning techniques to promote an involved student participation and develop ability for deeper understanding of the aspects in precision timing. Multiple in-class activities and small-group discussions will be adopted.

Prerequisite(s): Permission of Instructor is required. Prerequisite topics: student is expected to have a working knowledge of fundamental mathematical concepts including Calculus, statistical analysis, probability distributions, and random variables [MATH 125, MATH 126, MATH 355, MATH 227]. Basic physics knowledge of electricity and magnetism with calculus, modern physics, and quantum mechanics [PH 105, PH 106, PH 255, PH 441, PH 541] and knowledge of the fundamental electrical engineering is desirable [ECE 225, ECE 340, ECE 370, ECE 408, ECE 440 & ECE 462]. Student should also have the ability to effectively complete written assignments in English, and familiarity with the use of MATLAB and/or Python as an analysis tool.

PH595 Independent Study

SP

Hours 3

No description available

Special Topics Course

PH597 Physics Seminar

Hours 1

Required of all full-time physics graduate students each semester in residence. (Students specializing in astronomy must take AY 597.) Students are required to attend at least 10 department colloquia and/or specialty research seminars. Students in their second year and beyond are required to give one oral research presentation.

PH598 Non-Thesis Research

Hours 1-9

*No description available***PH599 Thesis Research**

Hours 1-9

*No description available***PH641 Relativistic Quantum Mechanics**

Hours 3

The Dirac equation, Lorentz covariance, free-particle solutions of the Dirac equation, Foldy-Wouthuysen transformation, propagator theory, and applications to quantum electrodynamics.

Prerequisite(s): PH 542

PH642 Quantum Field Theory

Hours 3

Classical field theory, quantization of free fields, interacting fields, the scattering matrix, Feynman rules and diagrams, evaluation of integrals and divergences, and electroweak and strong interactions. Offered according to demand.

Prerequisite(s): PH 641

PH661 High Energy Physics

Hours 3

Gauge invariance, non-Abelian gauge theories, hidden symmetries, electroweak interactions of leptons and quarks, strong interactions among quarks, string theories, and phenomenology of high-energy interactions. Offered according to demand.

Prerequisite(s): PH 642

PH662 High Energy Physics II

Hours 3

This course will review physics beyond the Standard Model, Grand Unified Theories, Supersymmetric Theories, Superstrings, and Exact Solutions in Quantum Field Theory.

Prerequisite(s): PH 661

PH681 Adv Solid State Physics

Hours 3

Computational methods in solid-state physics are explored in more detail than in PH 581. Band structure calculations, Green's functions, density-functional methods, superconductivity, and disordered materials. Offered according to demand.

Prerequisite(s): PH 581

PH682 Selected Topics Physics

SP

Hours 1-6

May deal with any physics topic not covered by existing courses. The course title is added at the time each course is taught. Repeat credit is allowed for different course titles.

Special Topics Course

PH698 Non-Dissertat Research

Hours 1-9

Because this is non-dissertation research, students may repeat this course each semester for up to 18 credit hours.

PH699 Dissertation Research

Hours 1-12

*No description available***PHL500 Proseminar**

Hours 3

This course is designed to familiarize incoming graduate students with the expectations and standards of graduate level work in philosophy. The course aims to develop the tools necessary to read, write, and converse about philosophy at the graduate level. In particular, students will learn how to orient themselves on a philosophical question or topic, how to formulate questions and thoughts about new topics, and how to develop and structure those thoughts—both orally and in writing. Students will study and discuss a wide range of papers, drawn from the graduate program's three concentrations: (1) Law, Ethics, and Society, (2) Philosophy, Medicine, and Ethics, and (3) Mind and Brain. Admission into the Philosophy Master's program or permission of the instructor is required.

Prerequisite(s): Admission into the Philosophy Master's program or permission of the instructor is required.

PHL510 Special Topics in Philosophy

Hours 1-3

This course offers advanced, graduate level study of a special philosophical topic that is not part of the Department's regular course offerings. Acceptance into the Philosophy Master's program or permission of the instructor is required.

Prerequisite(s): Acceptance into the Philosophy Master's program or permission of the instructor is required.

PHL522 Neuroethics

Hours 3

Due to advances in psychopharmacology and brain imaging, scenarios resembling those of science fiction may soon be upon us: Medications that enhance memory, cognition, or happiness could be widely available soon, and advances in neuroimaging promise to allow the detection of lying, mental illness, or even level of intelligence. Technologies like these bring a host of ethical questions in their wake, ones concerning privacy, justice, and authenticity to self. Issues such as these are what compose the field of Neuroethics, and will be what students look at in this class. Acceptance into the Philosophy Master's program or permission of the instructor is required.

Prerequisite(s): Acceptance into the Philosophy Master's program or permission of the instructor is required.

PHL540 Seminar on Law

Hours 3

This is a course covering a specialized advanced topic in specific jurisprudence. Specific jurisprudence deals with issues relevant to one area of law or legal system. Example topics are issues in criminal punishment, debates over the proper way to interpret the U.S. Constitution, and the dilemmas of privacy law. The Professor will determine the specific topic each semester the course is offered. Admission into the Philosophy Master's program or permission of the instructor is required.

Prerequisite(s): Admission into the Philosophy Master's program or permission of the instructor is required.

PHL541 Law and Morality

Hours 3

This course explores the philosophical and moral underpinnings of four fundamental areas in the law school curriculum: Contract, Property, Tort, and Criminal Law. If contracts have the same moral relations that we describe as promises in our everyday social relations, how should that fact guide the principles we follow in contract law? Is liability for negligence morally defensible considering that negligence doesn't examine one's intent? Is property simply a system for regulating the control of assets, or do persons have a moral right to have things? Are persons responsible for who they are—personality, values, and beliefs—in a way that morally justifies punishing them for committing offenses? Landmark cases from each area will be examined, focusing upon philosophical analysis and moral evaluation of the law. Admission into the Philosophy Master's program or permission of the instructor is required.

Prerequisite(s): Admission into the Philosophy Master's program or permission of the instructor is required.

PHL542 Ticking Time Bombs: Philosophy and National Security

Hours 3

As the "ticking time bomb" hypothetical typically goes, you are an intelligence agent or law enforcement officer who has detained the one terrorist with knowledge of how to prevent a large-scale attack. One may contort the hypothetical to make it as heart-rending as possible, but the ultimate question is whether you should torture the detainee in such an extreme scenario. These scenarios raise pressing practical and philosophical questions, but they need not be so extreme. This course examines the central legal and philosophical issues relating to national security, including terrorism, torture, the ethics of intelligence, and the balance between security and liberty.

Prerequisite(s): Admission into the Philosophy Master's program or permission of the instructor is required.

PHL544 Constitutionalism and Democracy

Hours 3

This course explores the central philosophical issues raised in constitutional law, including constitutional structure, separation of powers, representation, the rule of law, principles of legislation, and judicial review and interpretation. The course also examines how these issues become manifest in actual cases, in the context of both government powers and civil liberties.

Prerequisite(s): Acceptance into the Philosophy Master's program or permission of the instructor is required.

PHL546 Legal and Philosophical Problems in Policing

Hours 3

This course examines the central philosophical problems that arise within the law of policing. Topics include police authority, legitimacy, and the problem of political obligation; the relationship between police discretion and the rule of law; human dignity and brutality in policing; and special problems in laws governing entrapment, the police's use of informants, the police's use of surveillance and emerging technology—as well as other deceptive and dishonesty tactics.

Prerequisite(s): Acceptance into the Philosophy Master's program or permission of the instructor is required.

PHL548 Philosophy of Law

Hours 3

This course examines the central issues in the philosophy of law, including the relationship between law and morality, the duty to obey the law, and the nature of legal reasoning and judicial decision, as well as cognate topics such as the objectivity of law, free will and responsibility, liberty and its limits, conceptions of the just society, liberalism and illiberalism, and critical theories of society and law. Acceptance into the Philosophy Master's program or permission of the instructor is required.

Prerequisite(s): Acceptance into the Philosophy Master's program or permission of the instructor is required.

PHL560 Philosophy of Mind

Hours 3

What is the relationship between the mental and the physical? That is the central question in the philosophy of mind, and students will approach it from different angles. The course will focus largely on consciousness and its place in nature. Most readings will be from the contemporary literature, but some will be historical.

Prerequisite(s): Acceptance into the Philosophy Master's program or permission of the instructor are required.

PHL562 Neural Basis of Consciousness

Hours 3

Recent years have seen the use of neuroscientific methods to try to understand consciousness, in hopes that this approach succeeds where others have failed. This course surveys and analyzes current neuroscientific and philosophical approaches to studying consciousness, the focus often being on integrating the two. Topics covered this semester include: methods in consciousness research; the prefrontal cortex and consciousness; contemporary theories of consciousness; the role of consciousness in action; the neural and cognitive requirements for consciousness. Acceptance into the Philosophy Master's program or permission of the instructor are required.

Prerequisite(s): Acceptance into the Philosophy Master's program or permission of the instructor are required.

PHL564 Mind, Language and Reality

Hours 3

This course concerns the nature of meaning and its connection to metaphysics and epistemology. Students will study classic works by Gottlob Frege, Bertrand Russell, Saul Kripke, and others. Students will also study more recent work in philosophical semantics and its application to arguments in the philosophy of mind. This course concerns the nature of linguistic reference, meaning, and their connection to metaphysics, epistemology, and the philosophy of mind. Students will also study more recent works by David Chalmers, Amie Thomasson, Jennifer Saul, and others.

PHL586 Philosophy of Science

Hours 3

Science serves an important role in society, from satisfying our interest in the nature of reality to informing technological advancements and public policy. This course will cover some of the main topics in philosophy of science: the demarcation of science and pseudoscience, scientific methods, the nature of evidence, scientific progress, scientific realism and antirealism, and the role of values in science. Acceptance into the Philosophy Master's program or permission of the instructor are required.

Prerequisite(s): Acceptance into the Philosophy Master's program or permission of the instructor are required.

PHL587 Philosophy and Evolution

Hours 3

The "Darwinian Revolution" – the development and acceptance of evolutionary theory - is one of the most significant intellectual events in recent human history. It is significant partly because it has changed the way we understand the world and the processes that operate within it. This ultimately has implications for our conception of human nature and our understanding of human psychological, social, cultural and conceptual processes, as well as knowledge, ethics and the arts. In this class, students will explore the philosophical issues raised by the Darwinian Revolution, including the nature of evidence for and confirmation of that theory, as well as the creationist challenges. Students will also explore the influence of that revolution on subdisciplines in philosophy: evolutionary epistemology, evolutionary ethics and evolutionary aesthetics. Acceptance into the Philosophy Master's program or permission of the instructor are required.

Prerequisite(s): Acceptance into the Philosophy Master's program or permission of the instructor are required.

PHL588 The Philosophy of Mental Health

Hours 3

This course explores the central philosophical issues in the philosophy of mental health, including: the nature of the mental, the ontology and classification of mental disorders, realism vs antirealism about mental disorders, naturalism vs normativism in mental health and social constructionism. This course also examines how these issues impact the diagnosis and treatment of mental disorders. Acceptance into the Philosophy Master's program or permission of the instructor are required.

Prerequisite(s): Acceptance into the Philosophy Master's program or permission of the instructor are required.

PHL590 Capstone

Hours 3

The capstone seminar is the final course in the M.A. sequence. The course, which is writing- and participation-intensive, focuses on specific topics at the intersection of the three graduate concentrations: Law, Ethics, and Society; Philosophy, Medicine, and Ethics; and Mind and Brain. During the first half of the seminar, students will read articles on topics in each of the three concentrations—writing short responses in advance of each class. The second part of the course focuses on the development of a research paper—on a topic in one of the three concentrations—that meets the requirements of a professional journal. Students will present their work-in-progress to their peers, and practice giving and receiving constructive feedback to each other. Acceptance into the Philosophy Master's program or permission of the instructor is required.

Prerequisite(s): Acceptance into the Philosophy Master's program or permission of the instructor is required.

PHL599 Thesis Research

Hours 1-3

This course is for the independent research and writing necessary for the completion of a Master's thesis in Philosophy. It can be repeated for a total of 6 credit hours. Acceptance into the Philosophy Master's program and permission of the instructor are required.

Prerequisite(s): Acceptance into the Philosophy Master's program and permission of the instructor.

PSC500 Departmental Seminar I

Hours .5-1.5

This course covers information on teaching, research, and the profession of political science.

PSC501 Departmental Seminar II

Hours .5-1.5

This course covers information on teaching, research, and the profession of political science. A continuation of PSC 500.

PSC511 Public Opinion

Hours 3

The formation, distribution, structure, properties, and techniques of measuring public opinions in the United States.

PSC515 US National Government Institutions

Hours 3

A detailed analysis of the Constitutional design, evolution and development, current structure and functioning, and policy outputs of the US Congress, Presidency, and the Federal Bureaucracy. Key political science theories, current public controversies, and reform proposals concerning these Federal institutions will be discussed.

PSC521 Research Design

Hours 3

Includes but is not limited to the role of theory, development of hypotheses, modes of observation and analysis, and testing of hypotheses.

PSC522 Quant Methods PSC I

Hours 3

Introduction to statistical techniques, including univariate and bivariate descriptive statistics and their application within the field of political science.

PSC542 Internatl Conflict

Hours 3

An examination of the various kinds of violent conflict in which nation-states become involved.

PSC552 American Political Thought

Hours 3

Investigates the origin and direction of the U.S. political ideology, including liberalism, civic republicanism, and debates condemning American exceptionalism.

PSC561 Administrative Regulatn

Hours 3

The impact of legal powers and procedures of administrative agencies on public policy. Analysis of regulatory powers in American governments.

PSC562 Public Personnel Admin

Hours 3

A study of the American public personnel system, with an emphasis on the political setting of government employment, equal opportunity and affirmative action, and collective bargaining.

PSC565 Foundations of Public Administration

Hours 3

Introduction to the scope, theory, and substantive issues of public administration.

PSC595 Dir Reading & Research

SP

Hours 1-6

No description available

Special Topics Course

PSC598 Dir Reading & Research

SP

Hours 1-6

No description available

Special Topics Course

PSC599 Thesis Research

Hours 1-6

No description available

PSC610 Core Seminar in American Politics

Hours 3

This is a survey of classic or foundational research in most areas of American Politics, incorporating studies of the mass public, elites, and national-level institutions. The objectives are to help prepare students for their Comprehensive Exams in American Politics, and to provide introductions to various approaches and subject areas within American Politics that can be explored further in more advanced, focused graduate seminars. This course is required for all students taking American Politics as a graduate field.

PSC611 Amer Polit Behavior

Hours 3

Research and methodology in the areas of social and psychological factors related to voting, party preference, and ideology.

PSC612 Judicial Politics

Hours 3

Examines the role of the courts in political systems with primary emphasis on the United States Supreme Court.

PSC613 State Politics and Policy

Hours 3

In this course we will examine theories and related research on state government and the policymaking process in the U.S. states. The course is divided into three parts. For approximately the first third of the semester, we will examine a fairly representative set of readings which span a broad range of political institutions through which policy is made. These institutions include the office of the governor, the state legislature, the state judicial system, and the various practices of direct democracy across the states. Part two of the course will be spent studying theories of the state policy process. We will examine a variety of theories, reflecting a broad range of forces that are thought to play a significant role in shaping state policy outcomes. As we will see, despite the complex and seemingly idiosyncratic nature of the policymaking process, state politics scholars have identified many systematic relationships between various institutional and contextual variables, and state policy outcomes. The insights that have been generated from this literature not only contribute to our understanding of state policymaking, but in many cases they shed light on debates that are relevant to scholars of American (national) politics, or in some cases, comparative politics. In the final section of the course, we will examine research in several substantive policy areas which have traditionally been considered the domain of the states. Our emphasis in this section will be broadened to include not just studies of policy adoption, but studies of policy implementation and impact as well.

PSC614 Race and American Politics

Hours 3

Despite the passage of the Civil Rights Act (1964) and the Voting Rights Act (1965) fifty years ago, and the recent election of an African American president in 2008, racial inequality persists across many dimensions of American life, including earnings, wealth, educational and occupational attainment, health and longevity, and access to political power and influence. Despite claims of a "post-racial" America, the events in Ferguson, Missouri and the recent movement that they have sparked, serve to remind us that racial inequality and its impact on race relations continue to play a central role in American politics. Today, African Americans and Latinos comprise approximately a quarter of the U.S. population. In many cities and some states, white Anglo citizens actually comprise a minority of the population, and demographic projections over the next two decades suggest that the white share of the population will continue to decline. Thus, it seems clear that race relations will remain central to understanding American politics at all levels of government in the years to come. In this course we will examine theories and related research on the role of race relations and racial stratification in American politics. The course is divided into four major sections. The first section of the course examines theories of racial prejudice. In this section we will examine some of the most important debates in the literature, including the possible existence and precise definition of a "new racism," innovations regarding the measurement of prejudice to overcome social desirability bias, and the effects of increasing diversity on racial attitudes and race relations. In part two of the course we will examine the effects of racial attitudes on political behavior. We will examine the effects of race and prejudice on vote choice, the role of racial attitudes in the growth and success of the Republican Party in the South in recent decades, racial framing effects and the effects of the use of racial "code words" in campaigns and the mass media, and the role that racial attitudes have played in evaluations of and support for Barack Obama. In part three of the course, we turn our attention to the causes and consequences of the election of minority elected officials. What factors contribute to the success of black and Latino candidates in elections? And what difference does it make? In this section we will examine the debate over the importance of minority descriptive representation in advancing minority interests, as well as the effects of the increasing diversification of elected officials on other aspects of American politics. In the final section of the course, we will examine the importance of race in the policy process. We begin by examining theories and evidence of the influence of race relations in policy design and policy adoption. We then turn our attention to the importance of race in policy implementation and policy outcomes.

PSC616 Topics In American Politics

SP

Hours 3

An examination of selected problems in American politics. Content varies.

Special Topics Course

PSC621 Quant Meth In PSC II

Hours 3

Data analysis and statistical applications in political research, including data processing, inferential statistics, correlation and regression, multivariate analysis, and other multidimensional techniques.

PSC631 Sem Comparative Politic

Hours 3

A survey of the theoretical literature in the field of comparative politics.

PSC632 Spec Topics Comparative Pol

SP

Hours 3

An examination of selected problems in comparative politics.

Special Topics Course

PSC641 Issues Internatl Rel

SP

Hours 3

An examination of major problem areas in the international system and their effects. Content varies.

Special Topics Course

PSC642 Core Seminar in International Relations

SP

Hours 3

A survey of contemporary theoretical approaches to the study of international relations, providing an overview of traditional and behavioral orientations.

Special Topics Course

PSC643 International Relations Theory (I): Realism

Hours 3

This is the first of a series of two seminars on the core "traditions" of international theory. "Traditions" means a series of loosely connected ontological, epistemological and normative propositions: claims as to what the world is made of, how it can be understood, and what the work of scholarship could or should be. These propositions are interwoven in a variety of ways that make them hard to unravel. They are made even more so by the fact that they are intercut with a variety of different methodologies to form highly disparate research programs. Core concepts and testable propositions meld with background beliefs and lived experiences to structure our thinking in ways that can be hard to see.

PSC645 International Relations Theory (II): IR-Liberalism

Hours 3

This is the second of a series of seminars on the core "traditions" of international theory. "Traditions" means a series of loosely connected ontological, epistemological and normative propositions: claims as to what the world is made of, how it can be understood, and what the work of scholarship should be. These propositions are interwoven in a variety of ways that make them hard to unravel. They are made even more so by the fact that they are intercut with a variety of different methodologies to form highly disparate research programs. As a result, what we think of as 'IR-liberalism' cannot be studied as a series of simple and testable propositions, nor as simply the extension of a consensus body of philosophical or political principles into the field of world politics.

PSC646 Civil Wars

Hours 3

This course is an introduction to the advanced study of civil wars. We will explore: the impact, causes, duration, and outcome of civil war; the duration of peace after civil war; peacekeeping. Seminars will consist of Power Point lectures, student presentations, and discussion. Students are expected to write quality research papers that are theoretical, analytical and bring to bear empirical evidence.

PSC647 Foreign Policy Decision Making

Hours 3

This class is an overview of the key components of Foreign Policy Decision Making (FPDM). Learning goals include understanding theories and models pertaining to FPDM as evidenced by student presentations, an exam, and a term paper. Students are expected to participate in class discussions.

PSC651 Political Theory Sem

Hours 3

An examination of key political theorists from the 16th to the 19th centuries. Assigned works may vary but typically include those by Machiavelli, Hobbes, Locke, Rousseau, J. S. Mill, Marx, and Nietzsche.

PSC653 Special Topics

SP

Hours 3

An examination of selected political theorists. Content varies.

Special Topics Course

PSC662 Organization Theory

Hours 3

An analysis of the theories of organization and management that examines models, reviews current administrative philosophy, and presents contemporary trends in organization and management.

PSC663 Sel Prob Public Admin

SP

Hours 3

May be repeated up to a maximum of 12 hours of credit. In-depth analysis of a policy issue or administrative problem. Specific topics vary.

Special Topics Course

PSC664 Public Policy Analysis

Hours 3

Focuses on the analysis of public policy through techniques based on economics, systems theory, and political reasoning. Explores the role of policy analysis in democratic society and addresses applications of public policy analysis to contemporary policy issues.

PSC665 Local Government Administration

Hours 3

This course examines major local government issues and the administrative approaches to solving these problems. The focus will be on government managers and public-sector employees in localities. Topics will include the difficulties of providing human services through street level bureaucracies, local government policymaking, and how to achieve innovation. These topics will be examined in both an historical and contemporary context, with special emphasis on the impact of the political climate on the management of local government agencies. Using a case-study approach, students will learn what public managers actually do and will evaluate the effectiveness of their leadership and management strategies.

PSC667 Public Budgeting

Hours 3

Problems of financial management in governmental units: revenue sources, budgeting, financial management, and control.

PSC668 Program Evaluation

Hours 3

This course introduces students to the framework of evaluation, the development of plans to perform various types of evaluations, and the data collection tools for implementing evaluation. It focuses on various disciplines, including performance measurement, management, and data analysis. Additionally, we will explore the role of evaluators, program staff, and stakeholders in planning, implementing, and responding to program evaluation.

PSC679 Internship & Research

Hours 3-6

Field work and research opportunities to be supervised by departmental faculty.

PSC699 Dissertation Research

Hours 1-12

No description available

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PY581 Readings In Py Grad

SP

Hours 1-3

Selected supervised readings.

Special Topics Course

PY591 Seminar In Py Grad

SP

Hours 3

In-depth examination of a selected contemporary psychological area. Different sections offered each semester. Section descriptions are available at registration.

Special Topics Course

PY599 Thesis Research

Hours 1-12

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree [in your field]. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

PY602 Advanced Statistics I

Hours 3

An applied course explaining how to use categorical predictor variables to explain continuous response variables. Covers t-tests, ANOVA, and nonparametric alternatives in between-, within-, and mixed-model designs.

PY603 Advanced Statistics II

Hours 3

An applied course explaining how to use continuous predictor variables to explain continuous response variables. Covers correlation, regression, and general linear models including both categorical and continuous predictor variables.

PY607 Research Methods Psych

Hours 3

Study and analysis of psychological methodology.

PY608 Introduction To Ethics

Hours 3

Introduction to ethical issues as they affect the practice of psychology.

PY609 Psychologist Assessment I

Hours 4

Principles of psychological evaluation; introduction to the clinical use of assessment techniques, with particular emphasis on intellectual assessment.

PY610 Psychologist Assessment II

Hours 3

The theory and application of projective techniques and personality inventories for adults.

PY612 Psych Assessment III

Hours 3

Principles of psychological evaluation, with particular emphasis on the assessment of children.

PY614 Categorical Data Analysis

Hours 3

Advanced graduate statistic course meant to educate about the statistical analysis tools for analyzing binary and categorical data.

Prerequisite(s): PY 602 and PY 603 and PY 607

PY615 Structural Equation Modeling

Hours 3

This course will provide you with an introduction to the theory and application of structural equation models. Structural equation models are a class of statistical techniques that incorporate regression analysis, path analysis, confirmatory factor analysis, and full scale models incorporating both measurement and structural components. These techniques are useful for both experimental and non-experimental data; for cross-sectional datasets; for multiple-group comparisons; and for longitudinal datasets, including the modeling of growth curves.

Prerequisite(s): PY 602 and PY 603 or any equivalent course Some knowledge on ANOVA, Multiple Regression, and Multivariate Data Analysis

PY616 Multilevel Modeling

Hours 3

Given the nature of the nesting data structure in social science including psychology (e.g., patients are nested within the clinicians), it is crucial to know how to handle the data dependency when analyzing this kind of nesting structured data. This course is designed to teach students the concept of MLM and the statistical technique to analyze the data appropriately.

Prerequisite(s): Students are expected to have taken: PY 602 and PY 603 or any equivalent courses. Students are expected to have some knowledge in ANOVA and Multiple Regression. Students who have not taken the required courses have to meet with me before they register for this course.

PY617 Supervision, Consultation and Interprofessional Skills

Hours 3

This course is designed to expose students to the current body of research on clinical supervision and professional consultation in clinical Psychology in order to prepare them for the role of supervisor.

Prerequisite(s): 2nd year clinical psychology graduate student.

PY618 Statistical Consulting

Hours 3

Students in this course will be introduced to statistical consulting techniques useful for work with researchers and policy makers in university and/or industry. This course is especially designed to improve student's real-world problem solving skills through experiential learning opportunities. Students are expected to have some knowledge in ANOVA, Multiple Regression, Multilevel Modeling, and Structural Equation Modeling.

Prerequisite(s): PY 602 and PY 603

PY619 Prin Of Psychotherapy

Hours 3

The study of psychotherapeutic processes, outcomes, and systems, with particular attention given to the operations common to all approaches.

PY621 Psychotherapy Laboratory

Hours 1

A skills-building seminar emphasizing interview and communications techniques. Introduction to practicum.

PY625 Contemp Issues Research

Hours 1

Current issues relating to research in cognitive and individual differences are presented and discussed.

PY629 Biological Bases of Behavior

Hours 3

The study of brain mechanisms of perception and thought through a variety of methodological approaches (e.g., lesions, brain imaging, and normal subject experiments).

PY630 Affective Neurophysiology

Hours 3

This course will provide an overview of the principles, theory, and applications of human affective neurophysiology. The course will provide an introduction to theory and research in major areas of affective neuroscience, including cross-level integration of anatomical, affect, and physiology data. The course will provide an introduction to laboratory techniques and methodological principles in human affective neurophysiological methods. Readings will come from the texts as well as relevant selections from the current literature. The course will involve a combination of lecture, discussion, demonstrations, and laboratory exercises.

Prerequisite(s): PY 629

PY631 Practicum In Psych I

Hours 1-3

Supervised experience in psychotherapeutic procedures in an approved clinical facility; seminars and case conferences.

PY632 Advanced Health Practicum

Hours 1-3

This course is an advanced clinical practicum course designed to provide specialized training in Clinical Health Psychology. Practicum involves providing assessment and treatment for clients with overlapping health concerns (e.g., pain, sleep, cancer) and/or who could benefit from Clinical Health interventions such as stress management, lifestyle behavior change, excessive illness behavior, treatment and prescription adherence/optimization, etc. Clients may be seen through the clinic and/or through an external placement in the community. Students who have previously successfully completed Health Practicum (e.g., 4th year students who have met the performance criteria below) may choose to serve as peer consultants for third year students who are currently completing the practicum. All practicum activities are supervised by the practicum instructor.

Prerequisite(s): Successful completion of PY 631 Basic Practicum and good standing in the Department of Psychology at the third year of graduate study or above.

PY633 Pract In Psych III

Hours 3

Supervised experience in psychotherapy in groups.

PY639 Practicum In Psych IX

Hours 1-3

Intensive experience with a variety of child and family disorders and therapy techniques. Exposure to interdisciplinary treatment settings and personnel.

PY641 Adv Clinical Placement

Hours 1-3

Supervised experience in an approved setting. Primary clinical supervision by faculty or licensed psychologist at a placement facility.

PY642 Practicum Psychology XI

Hours 1-3

Supervised experience in clinical geropsychology.

PY647 Social and Emotional Development

Hours 3

The field of children's social development is rich in its theoretical foundations, history, methodology, and connections to applied and policy issues. The purpose of this graduate course is to provide an overview of current theory and research on social and emotional development. The emphasis will be on issues and questions that have dominated the field over time and that continue to provide impetus for research. The goal is to provide a foundation for your later coursework and research by introducing you to a broad range of topics, theories, and studies rather than to give in-depth coverage of any area.

PY648 Cognitive Development

Hours 3

The goal of this course is to facilitate intelligent discussion of the most influential and current research in the field of cognitive development. Students will read peer-reviewed empirical articles, intelligently discuss the implications of the science in informing the public's knowledge of cognitive development, and conduct their own study into one specific area of cognitive development. Students will advance their writing and critical thinking skills by writing a research proposal to further explore an area of cognitive development.

PY650 Cognition and Learning

Hours 3

Contemporary approaches to cognition and learning. A broad survey, with in-depth looks at selected topics including attention and memory.

PY652 Affect and Lifespan Development Psychology

Hours 3

This course will provide an overview of theories and empirical research on a range of different topics in life-span developmental psychology. In the first part of the course, we will discuss various theories of developmental psychology. Theories of Developmental Psychology (6th Edition) along with additional readings made available via Blackboard will be the text for this first section of the course. In the second part of the course, we will explore empirical findings related to cognitive, affective, and social bases of behavior across the lifespan.

PY654 Seminar in Developmental Psychology

SP

Hours 3

Course will provide an overview of current theory and research on social and emotional development.

Prerequisite(s): Graduate student in Psychology doctoral program.
Permission of department.

Special Topics Course

PY655 Seminar in Cognitive Psychology

SP

Hours 3

Course provides in-depth coverage of current research in the area of cognitive Psychology.

Special Topics Course

PY656 Seminar in Social Psychology

SP

Hours 3

Course will provide an overview of issues in the scientific study of emotions, with a focus on neuroscience, social, and cognitive approaches.

Prerequisite(s): Graduate student in Psychology doctoral program.
Permission of department.

Special Topics Course

PY658 Psychopathology

Hours 3

A survey of manifestations of abnormal behavior, and the diagnosis of abnormal behavior and mental disorders.

PY664 Seminar in Psychometrics

SP

Hours 1

Overview of Psychometric principles used to evaluate psychological test instruments.

Special Topics Course

PY666 Child Psychopathology Treatment

Hours 3

Examines diagnosis and treatment of childhood disorders from empirical, theoretical, and practical standpoints.

PY669 Sem Clinic Child Psych

Hours 1

Issues in research and practice of clinical child psychology.

PY670 Perception And Action

Hours 3

An introduction to issues and concepts in the study of perception. Fundamental theoretical and empirical controversies are analyzed.

PY671 History/Systems In Psych

Hours 3

Systematic points of view placed in historical perspective.

PY672 Adv Social Psychology

Hours 3

Major aspects of social psychology including attitude change, attribution theory, aggression, altruism, prejudice, interpersonal relations, and group dynamics.

PY676 Criminal Forensic Assessment

Hours 3

Familiarizes students with relevant issues in criminal forensic assessment and introduces them to current forensic assessment instruments.

PY678 Forensic Psychology

Hours 3

The application of clinical psychology to forensic and legal issues. Competency to stand trial, criminal responsibility, testamentary capacity, jury decision making and dynamics, jury selection, and expert witness testimony.

PY679 Sem In Psychology-Law

Hours 1

Issues in research and practice of psychology as related to the law.

PY687 Clinical Psychology Of Aging

Hours 3

A survey of clinical geropsychology including review of major disorders experienced by older adults, assessment issues, and treatments used in work with older adults.

PY688 Sem Adult Clinic Psych

Hours 1

Issues in research and practice related to adult clinical psychology.

PY690 Cultural Competency

Hours 3

This seminar emphasizes the role of ethnicity, class, culture, gender, sexual orientation, and disability in mental health, and the impact of these factors on assessment, diagnosis, and treatment.

PY693 Seminar:Adv General Py

SP

Hours 1-3

Seminar:Advanced General Psychology.

Special Topics Course

PY694 Behavioral Medicine

Hours 3

This course intended to provide foundational knowledge in Behavioral Medicine. The course will focus on scientific knowledge of the interrelationships among behavioral, emotional, cognitive, social and biological components in health and disease as they relate to the promotion and maintenance of health and the prevention, treatment and rehabilitation of illness and disability. The course will examine the typical populations that are the focus in Behavioral Medicine research and intervention. Thus, assessment of and intervention with chronic disease (HIV/AIDS, cancer, heart disease, chronic pain, diabetes etc.) as well as acute health problems will be covered.

PY695 Teaching Of Psychology

Hours 3

Principles of teaching and supervised experience.

PY698 Graduate Research

Hours 1-6

Independent research by the advanced graduate student.

PY699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral degree [or Ph.D. degree in your field]. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

REL501 Social Theory and Religious Studies

Hours 3

This three credit hour graduate seminar introduces students to terms and ideas from social theory and their relevance to the academic study of religion. Throughout the course, students will apply theories to analyze examples relevant in Religious Studies, both ancient and modern. Each student will also select an important work in their chosen field of study in consultation with their advisor and analyze that work in depth in relation to the various issues discussed in the course.

Prerequisite(s): None, except admission to degree program

REL502 Public Humanities and Religious Studies

Hours 3

This graduate seminar introduces students to public humanities and digital humanities approaches to the study of religion. Students learn methods and tools for conducting digital research and explore ways to communicate theoretical and religious studies research to public audiences through digital media. Students are introduced to a number of digital tools for research, scholarly communication, and public engagement and will work to apply those tools to their individual research interests and goals.

Prerequisite(s): None, except admission to degree program

REL503 Methods for the Digital Study of Religion

Hours 3

This graduate seminar introduces students to methods for the digital study of religion with a focus on the interfaces that enable computationally mediated scholarship.

REL504 Special Topics in Religion in Culture

SP

Hours 3

To illustrate the gains of applying social theory to the study of religion, this course will draw upon current examples to study in light of the skills gained in the social theory foundations course. Specific content will be determined by faculty responsible for the course each semester. This course may be repeated for a maximum of 9 hours for differing topics.

Prerequisite(s): None, except admission to degree program

Special Topics Course

REL511 History of Religious Studies

Hours 3

This graduate seminar surveys the origins, objects of study, and pivotal thinkers that scholars often highlight when outlining the historical development/current shape of Religious Studies. By course end, each student will narrate the study of religion in light of their own research interests.

REL512 Debates in Method and Theory

Hours 3

This graduate seminar will acquaint students with contemporary debates and authors, emphasizing the work of a newer generation of scholars, in order to consider more closely the tools that scholars use to study religion, the various contexts in which they carry out their work, and some of their wider implications.

REL521 Self & Society

Hours 3

This graduate seminar introduces students to terms and ideas related to constructions of the self and society and their relevance to the academic study of religion. Towards the end of the semester, a specific case study will serve as a site where students will apply theories discussed to analyze examples relevant in Religious Studies. Each student will also select an important work or issue in their chosen field of study in consultation with their advisor and analyze that work in depth in relation to the various issues discussed in the course.

REL522 Power & Persuasion

Hours 3

This graduate seminar introduces students to terms and ideas related to expressions of power and persuasion and their relevance to the academic study of religion. Throughout the course, a specific case study will serve as a site where students will apply theories discussed to analyze examples relevant in Religious Studies. Each student will also select an important work or issue in their chosen field of study in consultation with their advisor and analyze that work in depth in relation to the various issues discussed in the course.

REL523 Discourse & Practice

Hours 3

This graduate seminar introduces students to terms and ideas related to discourse and practice and their relevance to the academic study of religion. Throughout the course, students will apply theories to analyze examples relevant in Religious Studies, both ancient and modern. Each student will also select an important work in their chosen field of study in consultation with their advisor and analyze that work in depth in relation to the various issues discussed in the course.

REL524 Past & Present

Hours 3

This graduate seminar introduces students to terms and ideas related to the construction of the past and its relation to the present and their relevance to the academic study of religion. Throughout the course, students will apply theories to analyze examples relevant in Religious Studies, both ancient and modern. Each student will also select an important work in their chosen field of study in consultation with their advisor and analyze that work in depth in relation to the various issues discussed in the course.

REL525 Identity & Place

Hours 3

This graduate seminar introduces students to terms and ideas related to issues of identification and place and their relevance to the academic study of religion. Throughout the course, a specific case study will serve as a site where students will apply theories discussed to analyze examples relevant in Religious Studies. Each student will also select an important work or issue in their chosen field of study in consultation with their advisor and analyze that work in depth in relation to the various issues discussed in the course.

REL560 Independent Study in Social Theory in Religious Studies *SP*

Hours 1-9

This variable credit hour graduate course provides students with the opportunity to pursue a topic of their choosing in relation to social theory and its relevance to the academic study of religion. Throughout the course, students will meet with the professor to select and discuss readings and writing assignments.

Prerequisite(s): None, except admission to degree program

Special Topics Course

REL561 Independent Study in Social Theory in Religious Studies *SP*

Hours 1-9

This variable credit hour graduate course provides students with the opportunity to pursue a topic of their choosing in relation to social theory and its relevance to the academic study of religion. Throughout the course, students will meet with the professor to select and discuss readings and writing assignments.

Prerequisite(s): None, except for admission to degree program

Special Topics Course

REL565 Religion in Culture Applied Hours 1-9

This course reflects the Department's aim to help prepare students with a wide variety of research and professional interests for futures beyond their M.A. To that end, the Department has established relationships with a variety of offices on- and off-campus whose workplaces rely on the kinds of skills students learn in the M.A. degree program. When students sign up for this course, they will be assigned to a supervisor working in one of these professional settings. This assignment will consist of participating in at least five hours per week of hands-on training, while also applying the analytical and digital skills gained in their M.A. coursework. Various projects will be determined by the supervisor overseeing the graduate student's work, in conversation with the Graduate Director. By the end of the semester, the student will have not only completed a number of site-specific tasks but also written at least one blog post for the Department's website synthesizing their take-aways from the experience.

REL580 Academic Writing in the Study of Religion Hours 3

The purpose of this seminar is to shape a piece of each student's critical writing into publishable form. To this end the class will be run as a workshop, with the students' own writing as the primary material. On days when there is focus on a single student's essay, another class member will be assigned to present that essay to the class, by identifying its thesis, describing its situation in a larger critical field of religious studies, and outlining its argument. At other times students will be asked to bring in pieces of their essays for more intense focus. At the end of the class each student will submit their essay to a refereed journal in the academic study of religion.

REL590 Capstone Seminar in Social Theory in Religious Studies Hours 3

In this culmination class experience, normally enrolled in final Spring semester, students will present their ongoing original thesis research for the purposes of soliciting feedback from the instructor and classmates. In light of the feedback, students will respond and revise their work. Having begun the degree with two common foundations courses (one on social theory and one on public humanities digital skills), students in this course will integrate and apply the skills learned throughout the degree.

Prerequisite(s): None, except admission to degree program

REL599 Religious Studies Masters Thesis Hours 1-9

This independent research course which partially fulfills required master's-level thesis hours for students completing a formal thesis project as part of their degree program. The course is conducted under the guidance of the student's thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field. Research projects will result in the production of an article length essay or equivalent digital project (as approved by the thesis advisor), as well as an oral presentation of the research. Students will meet regularly with the thesis advisor throughout the semester during which the course is undertaken.

RL514 Qualitative Methods in Applied Linguistics Research Hours 3

In this course, students will explore procedures commonly used within a qualitative research framework in applied linguistics and second language studies. Students will examine a range of qualitative research methodologies, such as case study, narrative inquiry, participant observation, interviews, questionnaires, discourse analysis and experience collecting data through selected methods. We will discuss the Institutional Review Board process, the general organization of a research report and how qualitative research evidence can be evaluated. Critically examination of published research will enable students to reflect on the connection between research questions, data collection instruments, and analysis procedures. Students will develop their own research proposal using one of the qualitative research methodologies discussed in the course.

RL515 Topics in Second Language Acquisition *SP*

Hours 3

Topics vary. Analysis of major issues, theories, research findings and their implications for teaching. Examples: second language reading, emotions in second language acquisition. May be repeated for credit.

Special Topics Course

RL518 Historical Linguistics Hours 3

Advanced introduction to various levels of historical language change. Variety of language families used for examples.

RL523 Quantitative Methods in Linguistics Research

Hours 3

In this course students are introduced to statistical methods that are commonly used in quantitative linguistics research, with examples drawn from a variety of languages and dialects. In doing so, they will gain an understanding of the types of computations involved, as well as a familiarity with some of the software currently used in statistical analysis. Students will also gain experience in how to interpret and explain statistical findings in relation to data sets. The goals of this course are to prepare students to be conversant in basic statistical methods in order to understand published research findings in linguistics, to discuss research design with statistical consultants, and to conduct their own field research projects, targeting any language or dialect, according to common data collection techniques. The course is repeatable for credit when curriculum varies.

RL524 Bilingualism Research Methods

Hours 3

A critical component of any research is making sure that it is centered upon a sound methodological base. When it comes to studying languages and the speakers of those languages, there are many challenges that are specific to researching bilingualism, and it is important to take into account all the unique considerations. This course serves as a general overview of common issues and best practices in bilingualism research, and it also provides hands-on training for how to go about designing an experimental study on bilingualism, collecting quantitative data, and analyzing the results both descriptively and using statistical tests.

RL557 Critical Theory

Hours 3

Study and critical application of literary theory.

RL570 Graduate Seminar

Hours 3

Topics may be in literature, linguistics, civilization, or a combination. Topics may pertain solely to one or more of the Romance Languages or to an array of languages including one or more of the Romance Languages. May be repeated for credit.

RL573 Code-switching

Hours 3

This course examines the main issues in the study of linguistic code-switching, which is commonly defined as the fluid alternation of two languages in the same discourse by a bilingual speaker. Topics include: (i) conceptual and methodological issues in the study of code-switching; (ii) sociolinguistic aspects of code-switching, including language attitudes and community norms; (iii) and grammatical aspects of code-switching, with a focus on structural constraints and syntactic patterns. The course also addresses recent developments in code-switching research, exploring how these findings contribute to our understanding of how bilingual mix their two languages.

RL580 Special Topics*SP*

Hours 3

Topics may be in literature, linguistics, civilization, or a combination. Topics may pertain solely to one or more of the Romance Languages or to an array of languages including one or more of the Romance Languages. May be repeated for credit.

Special Topics Course

RL586 Pragmatics

Hours 3

Broadly defined, pragmatics is the study of the use of language in context, including interlocutors, the time, place, and topic of the communication situation, and shared community rules for performing in an appropriate way according to the above parameters. During this graduate level introduction to pragmatics, some of the typical topics explore main theories around relating to others in socially and contextually appropriate ways, politeness, relevance, cooperation and taking turns in conversation, and cross-cultural and sociocultural variation.

RL587 Bilingualism

Hours 3

The majority of the world speaks more than one language. This linguistics course explores the myths and realities of being bilingual. Areas of study include how to define the term, bilingual first language acquisition, and other cognitive and/or psycholinguistic aspects regarding individuals who speak more than one language. This course also touches upon the best methods for conducting research on bilingualism.

RL598 Non-Thesis Research

Hours 1-12

Non-thesis research.

RL599 Thesis Research

Hours 1-12

Thesis research.

RL680 Special Topics*SP*

Hours 3

Topics may be interdisciplinary or language-specific. Topics may include literature, linguistics, culture or a combination. A special topics course in Italian or Italian studies is offered on occasion. May be repeated for credit.

Special Topics Course

RL698 Non-Dissertation Doctoral Research

Hours 1-9

This independent study course is designed to allow students to pursue independent exploration of a particular field or topical area, under the guidance of an advisor, leading to the production of a prospectus for the doctoral dissertation. Material covered will be of an advanced nature aimed at providing students with an understanding of current developments within the field. Discussion and advisor guidance will be focused on readings and methodologies that allow students to develop their research capacity, independent thought, and the ability to interpret professional and/or research materials in their field. Credit hours may vary in accordance with a number of factors, but typically the doctoral candidate must be enrolled in a minimum of 3 credit hours every fall and spring semester until the dissertation has been successfully defended and submitted to the Office of the Graduate School.

Prerequisite(s): There are no specific course prerequisites. However, the enrollee must have completed or nearly completed all required coursework and must be engaged with the creation of the dissertation prospectus.

RL699 Dissertation Research

Hours 1-15

Dissertation research.

SP502 Practicum in Applied Linguistics

Hours 3

In-depth analysis of fundamental concepts in foreign language learning and teaching. Topics include grammar and vocabulary acquisition, classroom discourse, reading and listening comprehension, writing and principles of language testing.

SP503 Reading Proficiency in Spanish I

Hours 3

Introduction to Spanish grammar and vocabulary, with emphasis on developing basic reading and translation skills.

SP515 Spanish American Colonial Texts

Hours 3

In-depth study of texts from the colonial period, with emphasis on colonialism and the role of writing in colonization and decolonization. Readings may vary. May be repeated for credit when the content varies substantially.

SP516 19th-Century Spanish American Literature

Hours 3

In-depth study of major literary works of the period, with emphasis on Romanticism, social Romanticism, and Romantic realism. Readings may vary. May be repeated for credit.

SP521 19th-Century Spanish Prose

Hours 3

Reading and discussion of complete texts representative of the literary movements of the period; lectures and reports.

SP523 Quantitative Methods Span Ling

Hours 3

In this course students are introduced to statistical methods that are commonly used in quantitative linguistics research, including Hispanic linguistics. In doing so, they will gain an understanding of the types of computations involved, as well as a familiarity with some of the software currently used in statistical analysis. Students will also gain experience in how to interpret and explain statistical findings in relation to data sets. The goals of this course are to prepare students to be conversant in basic statistical methods in order to understand published research findings in linguistics, to discuss research design with statistical consultants, and to conduct their own field research projects focusing on Hispanic linguistics according to common data collection techniques. The course is repeatable for credit when curriculum varies.

SP524 Bilingualism Research Methods

Hours 3

A critical component of any research is making sure that it is centered upon a sound methodological base. When it comes to studying languages and the speakers of those languages, there are many challenges that are specific to researching bilingualism, and it is important to take into account all the unique considerations. This course serves as a general overview of common issues and best practices in bilingualism research, and it also provides hands-on training for how to go about designing an experimental study on bilingualism, collecting quantitative data, and analyzing the results both descriptively and using statistical tests.

SP526 20th-Century Spanish Novel Post Civil War

Hours 3

Reading and discussion of texts representative of the literary movements of the period. Lectures, discussions, and reports. May be repeated for credit.

SP527 Spanish Women Authors

Hours 3

This course explores texts that were created from a female perspective. A selection of short stories, novels, plays, films, and poems by Spanish women writers, artists and filmmakers are covered throughout the semester. Students will discuss representative women authors and analyze how their works represent changes in feminine preoccupations. Repeatable for credit when subject matter varies.

SP528 Historical Memory in Spain

Hours 3

In-depth study of the relationship between history, memory, fiction and identity in Spain. This seminar will explore the reconstruction of the Spanish Civil War and dictatorship as depicted in literature and film.

SP530 Contemporary Iberian Culture

Hours 3

Topics will include: National Identity, Immigration, Social Changes, Economic Crisis and Family Dynamics. May be repeated for credit when topics vary.

SP537 Gender in Hispanic Works

Hours 3

This course offers a critical approach to Hispanic works by analyzing significant trends in cultural understandings and representations of gender in society. Repeatable for credit when topics vary.

SP538 Spanish American Short Story

Hours 3

This course offers a critical approach to an extensive corpus of representative texts belonging to the Latin American short story genre. It seeks to provide a theoretical model that understands central aspects of the genre within the context of the formation of national States, for which literature, and literary genres and movements (Romanticism, Realism, and Naturalism) become agents for social change. Repeatable for credit when topics vary.

Prerequisite(s): This course is needed to fill out offerings in the area of Latin American literature.

SP540 Honor Codes in Hispanic Societies

Hours 3

This course is a graduate seminar on Spanish literature. This interdisciplinary course examines the origins and evolution of honor in Spain throughout history, as well as the courtly archetype of masculinity that was its center. Students will discuss some of the most representative authors who write about honor issues and analyze how their work represents the creation of a societal honor code, the requisites it demands of Spaniards as well as the effects of its fulfillment – and unfulfillment – for men and women. Through these canonical works students will assess both the rigidity as well as fragility of said code, revealing how easily it may be broken, paradoxically, by following its own precepts.

SP556 Introduction to Spanish Linguistics

Hours 3

Linguistic theory applied to the analysis of the Spanish language. Topics include phonology, morphology, syntax, semantics, and language change and variation.

SP570 Special Topics Spanish Ling

SP

Hours 3

Students are to examine various topics related to Spanish linguistics. Specific topics may be primarily theoretical, applied or descriptive in nature, or a combination, and may be narrowly focused or may pertain to a wide variety of dialects. Weekly in-class discussions based on readings and other assigned activities prepare students for the final project, which is typically both oral and written and which involves the application of the various theoretical, critical and methodological approaches acquired in the seminar.

Special Topics Course

SP571 Spanishes in the Public Sphere

Hours 3

Students are to examine various topics related to Spanish language use in public spaces and in media, and related language attitudes. Ideologies about dialect variation, globalization, and standardization are explored. Specific topics may be primarily theoretical or descriptive in nature, or a combination, and may be narrowly focused or may pertain to a wide variety of dialects. Weekly in-class discussions based on readings and other assigned activities prepare students for the final project, which is typically both oral and written and which involves the application of the various theoretical, critical and methodological approaches acquired in the course. Repeatable for credit when topics vary.

SP572 Spanish in Contact

Hours 3

In this course, the development of the Spanish language in a variety of contexts is considered from the perspective of language contact. That is, theoretical and methodological approaches to Spanish language contact are examined according to different geographical regions (Spain, Latin America, United States), to different languages in contact (Indoeuropean languages, autochthonous languages, indigenous languages, other language families), and to different types of outcomes of contact (regional variants, mixed languages, creoles). Both foundational research on language contact and more recent research are reviewed. Examination of internal and external factors that contribute to Spanish language variation and change are discussed.

SP573 Code-switching

Hours 3

This course examines the main issues in the study of linguistic code-switching, which is commonly defined as the fluid alternation of two languages in the same discourse by a bilingual speaker. Topics include: (i) conceptual and methodological issues in the study of code-switching; (ii) sociolinguistic aspects of code-switching, including language attitudes and community norms; (iii) and grammatical aspects of code-switching, with a focus on structural constraints and syntactic patterns. The course also addresses recent developments in code-switching research, exploring how these findings contribute to our understanding of how bilingual mix their two languages.

SP580 Seminar Spanish Linguistics

Hours 3

Students are to examine various topics related to Spanish linguistics, theoretical or applied. Weekly in-class discussions based on readings and other assigned activities prepare students for the final project, which is typically both oral and written and which involves the application of the various theoretical, critical and methodological approaches acquired in the seminar.

SP581 Topics in Second Language Acquisition

SP

Hours 3

Analysis of major issues, theories, research findings, and their implications for teaching. Examples: second language reading, classroom language acquisition, input/output, acquisition of pragmatics. May be repeated for credit.

Special Topics Course

SP582 Syntax

Hours 3

This seminar serves an introduction the linguistic discipline of theoretical syntax. The objective will be to present the basic notions of a generative grammar. This will be accomplished by studying universal linguistic principles, while also understanding linguistic variation via the systematic options provided by such principles. Specifically, the course will cover the elementary syntactic aspects of phrase structure, the lexicon, Case theory, and movement; it will also include more advanced topics, such as covert movement, locality conditions, control, auxiliaries, ellipsis, and so on.

SP583 Phonetics and Phonology

Hours 3

This course is designed to provide an analytical understanding of the Spanish sound system from a linguistic perspective, including the main features, processes and alternations, as well as how these sounds are related to one another in the sound system. Students will have the opportunity to examine Spanish pronunciation using current instrumental techniques and practices. Students will also learn how to relate these differences to rule-based formulations of the sound system. Non-native speakers may become aware of problematic areas in pronunciation while native speakers can expect to gain a meta-awareness of their native variety. Students will become conversant in research related to Spanish phonetics and phonology.

SP584 Phonetics and Dialectology

Hours 3

Detailed examination of Spanish phonetics including dialectal variations.

SP585 History of the Spanish Language

Hours 3

This course provides students with an examination of the evolution of Spanish from Latin to modern Spanish. Both internal and external factors will be addressed, including sound change, word formation, syntax and vocabulary, as well as influence from other languages. In doing so, students will be able to observe how variation in earlier forms of Spanish has led to the creation of different dialects found in modern Spanish. Students will also have the opportunity to analyze medieval and classical Spanish texts in order to trace the development of Spanish along different levels of linguistic analysis. The role of orthography at the various stages of evolution will also be addressed. Taught in Spanish.

SP586 Pragmatics

Hours 3

Pragmatics is the study of the use of language in context, including interlocutors, the time, place, and topic of the communication situation, and shared community rules for performing in an appropriate way according to the above parameters. During this introduction to pragmatics, some of the typical topics explore main theories around relating to others in socially and contextually appropriate ways, politeness, relevance, cooperation and taking turns in conversation, and cross-cultural and sociocultural variation.

SP587 Bilingualism

Hours 3

The majority of the world speaks more than one language. This linguistics course explores the myths and realities of being bilingual. Areas of study include how to define the term, bilingual first language acquisition, and other cognitive and/or psycholinguistic aspects regarding individuals who speak more than one language. This course also touches upon the best methods for conducting research on bilingualism.

SP588 Dialectology

Hours 3

In this course, variation in Spanish is studied from a dialectal perspective, which incorporates examination of geographic differences in Spanish at the lexical, phonological, and morphosyntactic levels. Related sociopolitical contexts in which the dialects have developed are considered. The role of dialectology in the broader analysis of language variation and change is also addressed. Research methodology in dialectology is discussed in relation to language use in the regions of origin and among the Spanish-speaking diaspora. Taught in Spanish.

SP589 Sociolinguistics

Hours 3

In this course, the use of Spanish in the Spanish-speaking world is explored from a variety of perspectives within the field of sociolinguistics. Spanish language variation and change is examined at the sound, word, and phrase levels, along with the social factors that contribute to this change (e.g., age, education, gender, and language attitudes). The specific role of languages in contact and bilingualism within the Spanish-speaking world is also addressed. Taught in Spanish.

SP590 Open Topics

SP

Hours 3

Special topics courses, with variable subject matter, relating to any area of Spanish language, literature, culture or linguistics/ Repeatable for credit because topics vary.

Special Topics Course

SP591 Cervantes

Hours 3

Works of Cervantes.

SP593 16th-Century Peninsular Literature

Hours 3

Reading and discussion of selected works of the period.

SP594 17th-Century Peninsular Literature

Hours 3

Reading and discussion of selected works of the period.

SP598 Non-Thesis Research

Hours 1-6

No description available

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SP599 Thesis Research

Hours 1-9

No description available

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SP600 Research / Directed Readings

SP

Hours 1-6

May take the form of either a graduate seminar or individual research, as circumstances warrant.

Special Topics Course

SP689 Seminar on Spanish American Literature

Hours 3

Seminar on Spanish American Literature.

SP698 Non-Dissertation Doctoral Research

Hours 1-9

This independent study course is designed to allow students to pursue independent exploration of a particular field or topical area, under the guidance of an advisor, leading to the production of a prospectus for the doctoral dissertation. Material covered will be of an advanced nature aimed at providing students with an understanding of current developments within the field. Discussion and advisor guidance will be focused on readings and methodologies that allow students to develop their research capacity, independent thought, and the ability to interpret professional and/or research materials in their field. Credit hours may vary in accordance with a number of factors, but typically the doctoral candidate must be enrolled in a minimum of 3 credit hours every fall and spring semester until the dissertation has been successfully defended and submitted to the Office of the Graduate School.

Prerequisite(s): There are no specific course prerequisites. However, the enrollee must have completed or nearly completed all required coursework and must be engaged with the creation of the dissertation prospectus.

SP699 Dissertation Research

Hours 1-15

*No description available***TH515 Properties Construction**

Hours 3

A studio course which allows exploration into woodworking, metal working/welding, foam sculpting, casting, upholstery, Photoshop and any other process required to create stage props. Lab fee, \$25.00.

TH516 Rigging Fundamentals for Theatre

Hours 3

This course covers the theories and analysis of rigging systems, their design and engineering as well as practical implementation and operation. This course is intended for the student that already has been exposed to standard theatrical production concepts and methodologies. Furthermore, a large portion of the subject matter of the class deals in scientific theory and computations so competency in basic mathematics, algebra, and basic physics are essential.

TH519 Electricity and Electronics for the Stage

Hours 3

This course provides study and studio work in aspects of electricity and electronics with reference to understanding, usage, and design of systems for theatrical production. This course will cover the essential concepts of electrical theory for both AC and DC systems. The student will not only be exposed to theory, but will also have hands-on experience. As a large portion of the subject matter of the class deals in scientific theory and computations, competency in basic mathematics and algebra is essential.

TH520 Technical Direction

Hours 3

This course will provide students with an overview of the technical design, construction techniques, and the administrative and management functions that are a part of the field of technical direction.

TH521 Period Decor

Hours 3

A survey of period architecture, ornament, and furniture as applied in the stage designer's research.

TH523 Drafting For Theatre

Hours 3

A studio course concentrating on traditional technical drafting techniques as applied to the theatre. Skills learned will include orthographic and isometric projections, ground plans, sections, perspective drawing, and layout.

TH525 Scene Painting

Hours 3

A studio art course in the materials and techniques of painting and carving surfaces for stage scenery. Lab fee: \$25.

TH526 Sound Prod Tech Th Dn

Hours 3

A course providing a working knowledge of sound production, with an emphasis on the creation of sound files for theatre and dance and the setup and maintenance of sound reproduction and modification equipment. Lab fee, \$25.00.

TH527 Computer Drafting For Theatre

Hours 3

A studio course exploring the creation of technical drawings through Computer Aided Drafting. Skills learned will include commands for drawing, layout of information, and other CAD techniques.

TH528 Drawing and Rendering

Hours 3

A studio course in drawing and painting architectural and natural environments appropriate for a variety of stage settings. Exploration of media to render light, color, and texture.

TH530 Hy Costume For Stage

Hours 3

A historical study of civil costume in relation to costuming for the stage.

TH531 Costume Construction I

Hours 3

A studio course in patterning, cutting, and constructing costumes for the stage. Additional hours in related theatre activities are required. This course has a \$20 lab fee to cover materials ordered by the professor for use in the classroom as well as to help cover maintenance fees for equipment used.

TH532 Costume Draping & Drafting Techniques

Hours 3

Bodice, skirt, sleeve, and torso slopers will be created and manipulated through drafting techniques. Patterns will be created from muslin draping techniques. Examination of designer sketches, fashion/movie/theatre photos and research images to determine how they should be patterned as well as the fabric yardage needed for each garment.

Prerequisite(s): TH 531

TH533 Basic Problems in Costume Design

Hours 3

A studio course in costume design principles and presentation for stage costumes.

TH535 Presentation for Designers

Hours 3

The study and development of professional presentations for theatre artists. This includes, but is not limited to, "hard" portfolios, digital portfolios, exhibits and personal presentations.

TH536 Fabric Modification

Hours 3

This course explores and introduces a variety of techniques in which to modify the original appearance and/or intent of fibres and fabrics. This is done through the use of various dyes/techniques, surface treatment, use of non-traditional materials and restructuring of fabrics.

TH537 Drawing for Stage Designs

Hours 3

A studio course for drawing the human figure in a variety of stage settings and period garments. Exploration of a variety of media to render light, shadow, and textures for all types of fabrics and hard surfaces.

TH538 Problems in Theatre Arts: Costume Crafts

SP

Hours 3

In this course the student will be pursuing a particular area of Costume Crafts as assigned by the sponsoring faculty member. The subject matter for the course will require the student to do research, experimentation, analysis or other academic pursuit to fulfill the goals that are proposed for the specific course instance for the particular student. The particular course offering will focus on design and fabrication practices needed to produce articles within the particular area such as wigs, millinery, fabric painting and dyeing, jewelry making, or other associated processes within Costume Crafts.

Special Topics Course

TH540 Stage Movement Phys Acting

Hours 3

An advanced course in Alexander Technique, body awareness, alignment, breathing techniques, physicalization, and physical characterization. May be repeated once for a maximum of 6 credit hours.

TH541 Advanced Scene Study

Hours 3

Advanced course in specific methodologies for character conception and projection. This course may be repeated twice for credit for a total of 6 hours, due to rotating theatrical material studied.

TH542 Careers In Prof Theatre

Hours 3

A course focusing on audition and interview techniques, unions, résumé writing, and other skills required to apply for positions in the academic and professional theatre.

TH543 Script Analysis Interpretation

Hours 3

Theory and methodology of the textual analysis of playscripts for production. Offered every three years.

TH544 Period Acting Styles I

Hours 3

Study and practice of period acting styles.

TH545 Period Acting Styles II

Hours 3

A continuation of TH 544, usually focusing on verse drama, especially Shakespeare. This class may be repeated once for credit, as the material performed will rotate through period and style.

TH546 Adv Voice Speech Perform

Hours 3

This course will examine vocal anatomy and physiology, and vocal health and care for the performer's voice. Various methods and approaches to voice work using breath, text, speech work and study of the International Phonetic Alphabet. Students will explore their vocal development through exercises, drills, performance and use of heightened text language.

TH547 Stage Dialects

Hours 3

An advanced voice and speech course studying the phonetics of various dialects and accents used by actors needed to create certain roles. Students will apply the dialect/accent work to exercises, drills, and acting/performance projects.

TH548 Rehearsal Process

Hours 3

Acting course in which students analyze and participate in the rehearsal process with both unpublished and published scripts. May be repeated once for a maximum of 6 credit hours.

TH551 Hist Of The Theatre I

Hours 3

Beginnings to the Restoration. Offered every fall semester.

TH552 Hist Of The Theatre II

Hours 3

Restoration to the present. Offered every spring semester.

TH554 Seminar Contemp Theatr

Hours 3

An examination of trends and developments in the theatre and drama since the Vietnam Era. Offered every three years.

TH555 Seminar Th Hy: Classic

Hours 3

The theatre and drama of ancient Greece and Rome.

TH558 American Feminist Theatre

Hours 3

A seminar/survey of 20th century american feminist texts, critical essays and videos tracking the shifting focus of feminists theory, concerns and performance.

Prerequisite(s): TH 120

TH561 Advanced Directing

Hours 3

Through research, class discussions and presentations of various styles, theories and approaches to the craft and art of directing, students will apply new ideas and concepts in a practical, hands-on studio setting. This studio work will be augmented with the direction (selecting, proposing, casting and rehearsing) of a 10-minute play with minimal, "bare-bones" production value at the end of the semester.

Prerequisite(s): Graduate students must be in good standing and seek out the permission of both their individual program's director and the course's professor.

TH570 Arts Management

Hours 3

This course will provide students with an overview of the administrative and management functions of both not-for-profit organizations and the commercial arts industry.

TH575 The Singing Voice

Hours 2

This class is designed to introduce students to basic concepts of vocal technique and musicianship through practical application.

TH576 The Singing Voice - Intermediate

Hours 2

This class is designed to further students' understanding of basic concepts of vocal technique and musicianship through practical application. Students will discuss various topics related to singing and will further explore those topics through performance. Students will give four solo performances over the course of the semester.

Prerequisite(s): TH 575

TH582 Playwriting I Seminar

Hours 3

A graduate level course in writing for the stage, from dramatic conception to finished full length script, with an emphasis on the identification and development of a writer's "voice." In subsequent semesters, students can explore other script forms (full length plays, one person shows, etc), so the class may be repeated for a maximum of six credits.

TH583 Playwriting II Seminar

SP

Hours 3

Advanced level seminar on writing for the stage, from dramatic conception to finished one act script, with a particular emphasis on the continuing development of a writer's voice and personal approach to story composition. Course can be retaken for credit to further develop scripts composed within this course; or study alternate forms of dramatic writing, including full length plays, screenplays and teleplays.

Prerequisite(s): TH 582

Special Topics Course

TH585 Collaborative Theatre Practices

Hours 1-3

In this course the student will be pursuing study in subject matters involving the collaborative theatre process. The specifics of a particular course offering will be assigned by the sponsoring faculty member. The subject matter for the course will require the student to do research, experimentation, analysis or other academic pursuit to fulfill the goals that are proposed for the specific course instance. The particular course offering will focus on a topic that will expose the student to specific collaborative methods found in the production of theatre.

TH600 Advanced Practicum I

SP

Hours 1-3

This course provides for participation in productions by graduate level students within Acting, Arts Management, Costume Design and Production, Design and Technical Production, Directing, Stage Management, or other areas.

Special Topics Course

TH601 Advanced Practicum II

SP

Hours 1-3

This course provides for participation in productions by graduate level students within Acting, Arts Management, Costume Design and Production, Design and Technical Production, Directing, Stage Management, or other areas.

Special Topics Course

TH602 Internship

Hours 1-10

Professional, practical application of various theatre specialities in conjunction with professional/commercial theatre companies.

TH603 Advanced Practicum III

SP

Hours 1-3

This course provides for participation in productions by graduate level students within Acting, Arts Management, Costume Design and Production, Design and Technical Production, Directing, Stage Management, or other areas.

Special Topics Course

TH606 Stage Management I

Hours 3

Advanced theory and practical application of stage management techniques and responsibilities.

Prerequisite(s): Permission of Instructor.

TH615 Lighting Technology

Hours 3

A thorough study of the technical aspects of stage lighting, including electricity, optics, color, control theory; implementation and maintenance of lighting fixtures, cables, and control equipment; and a thorough understanding of stage lighting science, terminology, technique, and professionalism.

TH616 Lighting Design

Hours 3

An advanced course covering the theory and practice of lighting design for the theatre, with an emphasis on the design process and execution.

TH617 Projection Design

Hours 3

Provide the graduate level design and technical student an in-depth understanding of the design methods of stage projection, including workflow; generation/acquisition of imagery; visual effects; video production; video systems; hardware; surfaces; and control.

TH618 Lighting Design III

Hours 1-3

A seminar involving the presentation of designs for various productions and preparation of problem-related demonstrations. May be repeated.

TH620 Structural Design for Theatre

Hours 3

This course will concentrate on mathematical problem solving, the study of structural design and its application to theatrical structures and an investigation of why we build scenery the way we do.

TH621 History of Stage Design

Hours 3

A survey of the history of stage design and the development of stage technology, suitable for all MFA design and technical students. Includes several historically related design and research projects.

TH622 Scene Design I

Hours 3

A studio course in scenic design for theatre. Students will design three or more plays learning analysis, drafting, drawing, painting, and building models.

TH623 Scene Design II

Hours 3

A studio course in scenic design building on the techniques learned in TH622. Emphasis on complete design drafting and the building of models.

TH628 Prob Th Arts: Design

Hours 1-3

An intensive study of the designer's responsibility involving design for varied forms of staging and design drafting.

TH631 Costume Construction for Dance

SP

Hours 3

A studio course in construction methods for making men's and women's classical ballet and other costumes specifically designed for dance. This class will cover topics in the patterning, fit, and construction of garments, including tutus, bodices, or other costume pieces.

Special Topics Course

TH632 Costume Construction II

Hours 3

A studio course in advanced costume construction and costume crafts. Included topics are tailoring, corsetry, millinery, armor, wigs, masks, and jewelry, both period and modern. May be repeated. Lab fee, \$25.00.

Prerequisite(s): TH 531

TH633 Advanced Costume Draping & Drafting Techniques

Hours 3

Male and Female torso body blocks will be created and manipulated through draping and drafting techniques. Patterns will be created from muslin drapes as well as drafting. Examination of professional designer sketches, Movie/theatre costume photos, period research, commercial patterns will be examined and evaluated to learn how to assess and interpret costumes. As topics may shift this course may be repeated.

Prerequisite(s): TH 531 and TH 532 or consent of instructor

TH634 Costume Design for Music

Hours 3

Course projects include costume designs for theatrical musicals, opera and dance. May be repeated.

Prerequisite(s): Instructor approval.

TH635 Projects in Costume Design

Hours 3

Projects focus on analysis, research and designs for personality and characters.

Prerequisite(s): none

TH636 Costume Design through the Ages

Hours 3

The student will be able to analyze a script and apply the principles of design to character appropriate costumes. Projects will include scripts representing time periods prior to 1900. May be repeated for credit.

Prerequisite(s): TH 635

TH637 Period Costume Construction

SP

Hours 3

A studio course in the patterning, fit, and construction of garments popular prior to the 20th century. Different periods of fashion will be covered in each course offering. Each course offering will allow for full development of patterning, fit, and construction for costume projects for a particular time period.

Prerequisite(s): TH 531 or TH 432 or TH 632

Special Topics Course

TH638 Advanced Tailoring Techniques

Hours 3

A studio course in both hand and machine tailoring techniques needed to produce high quality custom tailored garments for the stage. This includes, but is not limited to hand padding, machine padding, decorative and couture techniques.

TH639 Prob Th Art: Costuming

Hours 1-3

Study and studio work in a specialized area of costume design or technology.

TH640 Prob Stage Move Phys Act

Hours 3

Advanced theory and practice in stage movement topics such as Anatomy/Alexander Technique, Clowning, Mask, Laban Movement Analysis, Stage combat, Mime, etc. May be repeated for credit for up to 6 credit hours as topics differ.

TH641 Alexander Technique Directed Study

Hours 3

Private instruction in graduate level Alexander Technique. This course is designed to provide advanced, specialized work on movement re-education for the performer. Topics include, but are not limited to, alignment, balance, psychophysical coordination, and applied work.

Prerequisite(s): TH 540, or permission of the Instructor.

TH642 Teaching Acting

Hours 3

A course to provide practical experience in teaching and coaching actors, and developing methods and various approaches in teaching acting.

TH643 Teaching Practicum

Hours 1-3

A course covering the practical aspects of teaching, including syllabi preparation, course planning, and classroom experience.

Prerequisite(s): Permission of the Instructor.

TH644 Advanced Teaching Practicum

Hours 1-3

This course provides comprehensive training and experience in aspects of teaching courses in theatre. The subject matter will include course planning, course development, course presentation, and course evaluations.

Prerequisite(s): Permission of the Instructor

TH649 Probs Th Arts: Perform

Hours 3

Advanced theory and practical application of performance techniques.

TH658 Probs Th Arts: Technology

Hours 3

This course provides study and studio work in aspects of theatre technology. The subject matter will include a variety of aspects of theatre technology including electronics and electricity, physics and motion, automation and programming, or other state-of-the-art techniques.

TH662 History of Directing and Stage Management

Hours 3

Advanced theory and exploration of the history of modern Directing and Stage Management.

TH663 Graduate Directing Studio I

Hours 3

Advanced theory and practical application of directing techniques. As topics vary, this course is repeatable up to 9 credit hours.

Prerequisite(s): Permission of Instructor

TH664 Graduate Directing Studio II

Hours 3

Advanced theory and practical application of directing techniques. As topics vary, this course is repeatable up to 9 credit hours.

Prerequisite(s): Permission of Instructor

TH669 Probs Th Arts: Directg

Hours 1-3

Advanced theory and practical application of directing techniques.

TH670 Fundraising and Development for Arts Managers

Hours 3

Students will learn and subsequently apply the theories and practices to successfully acquire unearned revenue through annual and major gifts, corporate and foundation support, planned giving, capital campaigns and grant writing.

TH671 Leadership in the Arts

Hours 3

Students will develop and understanding of leadership theory and effective management practices and the ability to model and adapt their leadership, management styles and behaviors as situations change in arts organizations. Students will also develop perspective and coaching on how to apply the course materials to their current work situation and future work environment scenarios.

TH672 Venue and Event Management

Hours 3

Public assembly venue management represents one of the fastest growth areas in the sports, entertainment, meeting, and convention industries. With the construction of new arenas, stadiums, theaters, convention centers, and other venues, there are numerous job opportunities for properly trained individuals. This course will review and examine the principles and practices associated with managing a public assembly venue and the nature of the venue business. This is a comprehensive course designed to cover applied versus theoretical knowledge with an emphasis on assisting the student in understanding the concepts related to this professional field. In addition, this course will cover the process undertaken by event managers to plan all types of events from fundraising galas to conventions.

TH673 Financial Management in the Arts

Hours 3

There are two parts to this class. First, a study of the application and principles of microeconomics to the arts. The topics include supply, demand, cost, pricing, margin and the arts organization as a business entity. Second, the class will deal with the principles and practices of financial management applied to the arts enterprise. Analysis of financial statements and financial management function as it is applied to the arts will be examined.

TH674 Public Policy In Arts

Hours 3

A study of the history and manifestation of public arts policy in the United States, with emphasis placed on arts advocacy and public relations tactics and campaigns.

TH675 Business Legal Issues In Arts

Hours 3

An examination of legal requirements of nonprofit arts organizations, specifically addressing tax exemption, reporting of contributions, development considerations, and contemporary legal issues affecting artists.

TH676 Marketing The Arts

Hours 3

A study of contemporary marketing practices and how they are applied to the nonprofit arts organization. Special emphasis on marketing audits, forecasting, analysis, and campaigns.

TH678 Board Relations and Planning in the Arts

Hours 3

This course is an in depth study of the role and impact of a board of directors and the planning process in the operation of an arts organization. Specific topics covered will include board and staff interaction, board duties and responsibilities, fundraising, governance models, the strategic planning process, parliamentary procedures, board committee structures and developing bylaws and articles of incorporation.

Prerequisite(s): TH 570

TH679 Probs Th Arts: Managmt

Hours 1-3

Directed studies in specific arts management techniques and theoretical development of theatre projects. May be repeated for credit when the topic differs.

TH690 Independent Study

SP

Hours 1-6

Independent Study of topic found within theatre.

Special Topics Course

TH695 Capstone Experience in Theatre

Hours 3-6

This course is designed for an MFA student in Theatre to demonstrate their accumulated training and experience within their particular area of concentration. Areas of concentration are Acting, Arts Management, Costume Design and Production, Design and Technical Production, Directing, and Stage Management.

TH698 Research Not Related to Thesis

Hours 3

Research Not Related to Thesis.

THMT574 Musical Theatre Voice (Graduate)

Hours 1

Private Instruction. This class is designed to work on vocal technique, including but not limited to, breathing, resonance, coordination of vocal registers, and musical theatre repertoire.

Prerequisite(s): Permission of instructor.

THMT674 Musical Theatre Voice (Graduate)

Hours 1

Private Instruction. This class is designed to work on vocal technique, including but not limited to, breathing, resonance, coordination of vocal registers, and musical theatre repertoire.

Prerequisite(s): Permission of instructor.

WS500 Independent Study

SP

Hours 1-6

Independent study on any subject pertaining to women. Projects are conducted under the supervision of a professor in the chosen field and must be approved in advance by the program director.

Special Topics Course

WS501 Methods of Analysis

Hours 3

The course explores social science and humanities research and writing practices relevant to the field of Women's Studies. Centered around a core subject of inquiry, students will also be introduced to the database and special collection resources available at the university. Students will undertake a research project that applies a specific methodological approach to the course subject and that introduces them to a range of academic writing practices, including literature reviews, conference/article proposals, and conference presentations.

WS502 Practicum

Hours 3

The practicum offers students an opportunity to participate in experiential learning within the larger Tuscaloosa community and in the state, bridging the divide between methods, theory taught in the classroom and practice within communities and institutions. It entails a part-time unpaid position within a local organization, government agency, or educational program. A final written report is required.

WS503 Teaching Gender & Race

Hours 3

This course explores pedagogical theories and practices advanced by feminist and cultural studies scholars and teachers. Students read pedagogical works, attend sections of WS 200 and AAST 201, develop teaching modules and pedagogical philosophies, perform teaching demonstrations, and construct syllabi for courses. Meetings with other discussion leaders and supervisors are required in addition to written work.

WS505 Practicum

Hours 3

The practicum offers students an opportunity to participate in experiential learning within the larger Tuscaloosa community and in the state, bridging the divide between methods, theory taught in the classroom and practice within communities and institutions. It entails a part-time unpaid position within a local organization, government agency, or educational program.

WS509 Memory, Identity and Politics: History, Gender, and Race

Hours 3

Course Description: This interdisciplinary graduate seminar explores the ways in which memory and the past construct political identities and the interplay of race, class, gender, and ethnicity in its social construction through readings, discussion, and student research. Reading selections include core theoretical texts on memory studies and specific case studies on topics, including not but exclusive to the American Civil War memory, U.S. South, slavery, and Reconstruction. Issues and questions are: how memories are constructed, translated into identities and political action; bases of shared memories and contested memories; political memorialization and the effects of collective amnesia; and how "communities of memory" are developed, sustained, and dissolved.

WS510 Special Topics

SP

Hours 3

Seminar format. The course offers an interdisciplinary approach to topics, which vary by semester. Active student engagement, such as conducting an interview, is required. Sample topic: women in the world.

Special Topics Course

WS518 Concepts in Social Theory: Approaches to the Study of Race

SP

Hours 3

This course offers students an introduction to the main approaches to the study of race. Students begin by exploring the early approaches to sociology, both that of DuBois and the Chicago school. Students then develop an understanding of the work done by scholars in the Harlem Renaissance, the 1960s, and the contemporary period. The goal of the course is to provide students with the foundation for further research in the field of critical race theory.

Prerequisite(s): none.

Special Topics Course

WS525 Feminist Theory Maj Text

Hours 3

Seminar consists of close readings in feminist theory, with an emphasis on primary texts. Intellectual, cultural, and political theory.

WS530 Feminist Theory-Contemp

Hours 3

Considers major economic, social, psychological, and philosophical approaches to the study of women. Emphasis is on the formulation of theories and mastery of primary works in the field.

WS535 Black Feminism

Hours 3

This upper level undergraduate/graduate seminar exposes students to the key figures texts and concepts that constitute black feminist thought.

WS540 Seminar Women Studies

Hours 3-9

Topics vary each semester. Graduate students are required to conduct original research. The courses focus on such topics as language and gender, Southern women's culture.

WS550 Introductory Seminar in Women's Studies

Hours 3

The course provides students with an understanding of the important research interests within the discipline of Women's Studies. Concepts and problems in Women's Studies are addressed, with the goal of providing students with a history of the discipline as well as knowledge of contemporary debates in the field. The course is considered an overview and introduction for first year MA students.

WS570 Transnational Feminisms

Hours 3

Transnational Feminisms is a contemporary paradigm of study that moves beyond international conceptions of feminism to think across national borders by interrogating the intersections of nationality, race, gender, class, and sexuality in the context of global capitalism. This field works to decolonize the contested terrain of knowledge production upon gendered subjectivities are constituted and reconstituted within global relations of power and privilege. While globalization relies upon the heightened mobility of bodies, capital, commodities, technologies, and conceptual imaginaries across borders, it simultaneously requires the reconfiguration and reconstitution of the state, its bordering practices, and colonial and national hierarchies of social-spatial relations and their attendant binaries—self-other, first world-third world, traditional-modern, private-public, citizen-noncitizen. While a richly theoretical field, transnational feminisms provocatively engages with a feminist politics and practice attentive to feminism as both a liberatory formation and one with longstanding ties to colonialism, racism and imperialism. As such, it resists utopic ideas about "global sisterhood" while simultaneously working to lay the groundwork for more productive and equitable social relations among women across borders and cultural contexts.

WS585 Special Seminar in the Study of Race, Gender, and Sexuality

SP

Hours 3

This seminar is designed for the advanced study of race, gender, sexuality, and class. Students should expect to read the most complex of theoretical texts, a basic knowledge of some of the following: Hegel, Foucault, Marx, Liberal theory, Black feminist thought, feminist theory, psychoanalysis, and literary criticism is expected of each participant. The course will offer students the opportunity to develop their training in the topical area of choice by the professor.

Special Topics Course

WS599 Thesis Research

Hours 1-6

The focus of this research may involve traditional or community-related research on the student's approved thesis topic in Gender and Race Studies.

Culverhouse College of Business Courses

AC501 Basic Acctg Managrl Finan Cont

Hours 3

Study of the fundamentals of financial accounting. Attention is given to the interpretation and uses of information contained in financial statements.

AC502 Acctng Management Decisions

Hours 3

Study of the fundamentals of managerial accounting. Attention is given to the use of accounting by business managers.

Prerequisite(s): AC 501

AC506 Concepts Financial Managrl Acc

Hours 3

Basic accounting concepts and procedures with an emphasis on the use of accounting information by business managers.

AC512 Adv Financial Reporting/Analys

Hours 3

Advanced topics in financial accounting and reporting considered from a practical and theoretical perspective.

AC515 Current Issues in the Accounting Profession

Hours 3

This course is for accounting students who are returning from a spring internship.

AC523 Business Valuatn Perform Measm

Hours 3

The analysis of accounting information for purposes of valuing businesses for investment, credit, and related decisions.

AC532 Current Issues in Auditing

Hours 3

Advanced study of standards, concepts, procedures, and professional ethics underlying governance and the provision of assurance services.

AC534 Fraud & Ethics Risk Management

Hours 3

Advanced study of the forensic accounting profession, fraud prevention, detection, and investigation, and the character needed to manage ethical challenges.

AC544 Financial Statement Analysis

Hours 3

Discussion of a common framework for the analysis of general purpose financial statement information. Includes discussions of the accounting process and availability of financial information, selected intermediate and advanced accounting concepts, required disclosures, modeling & valuation implications, and various analytical techniques available to the investment professional.

AC547 Data Analytics for Accounting

Hours 3

A study of applied data analysis with an emphasis on accounting and business settings. The course will focus on tools and techniques used to draw insights from and solve problems with data.

AC548 Financial Statement Analysis

Hours 3

Discussion and application of a common framework for the analysis of general purpose financial statement information for a variety of contexts. Includes discussions of the accounting process, availability and relevance of financial information, analytical implications of selected intermediate and advanced accounting concepts, required disclosures, and various analytical techniques available to the accounting or finance professional.

Prerequisite(s): Admission to Master of Accountancy (MAcc) program or permission of the instructor.

AC554 Professional Certification

Hours 3

Examination of accounting standards and procedures required for professional accounting certification.

AC556 Governmental Nonprofit Account

Hours 3

Special features of budgetary and fund accounting as applied to municipalities, other governmental units, and institutions such as schools and hospitals.

AC561 Accounting Business Management

Hours 3

Concepts and procedures employed in developing and using accounting information for management decisions.

AC568 Accounting for Income Taxes

Hours 3

A course to prepare tax preparers and auditors to accurately determine a company's income tax provision, related deferred tax account balances and income tax footnote.

AC575 Taxn Corp Shareholders

Hours 3

A study of federal income tax problems of corporations and the relationships of these problems to the tax problems of the corporate shareholder.

AC576 Adv Corporate Taxation

Hours 3

A study of the tax accounting problems relating to corporate organizations, commonly controlled corporations, and consolidated tax returns.

Prerequisite(s): AC 471

AC578 Partnership Taxation

Hours 3

Designed to explore, in depth, the taxation of the formation, operation, and disposition of partnerships and LLCs. In addition, a brief review of the taxation of S corporations is presented.

AC582 State And Local Taxation

Hours 3

This course is designed to provide an overview of the key state and local tax considerations for individuals, partnerships, and corporations. With the significant changes enacted in a number of states as a result of the Tax Cuts and Jobs Act of 2017 and the CARES Act and the Supreme Court Wayfair decision, tax professionals need the skills which will enable them to competently gather facts, locate applicable state and local tax law, analyze the facts in light of the relevant law, and present the findings both orally and in writing.

AC589 Systems Analysis & Control

Hours 3

Examination of information systems development and control issues from the perspective of ensuring relevance, reliability, and security of business systems and information.

AC592 Accounting Internship

Hours 3

No description available

AC593 Res & Communicatn Taxation

Hours 3

A study of tax research procedures, documentation of research, and presentation of research findings.

AC597 Special Topics In Accounting

SP

Hours 1-6

No description available

Special Topics Course

AC610 Intro Accounting Res I

Hours 3

Study of the production of accounting research, with specific focus on the scientific method. Intensive focus on problem identification and communication, and theory and hypothesis development.

AC620 Acctg Research Sem I

Hours 3

Study of advanced research methods with intensive focus on design and method development, data analysis, and interpretation of results.

AC630 Archival Acctg Research

Hours 3

Study of the archival accounting research literature.

AC640 Experimental Acctg Research

Hours 3

Study of the experimental accounting research literature.

AC650 Directed Research

SP

Hours 3

Examination of the literature and methodology associated with a specific research topic. Directed focus on development of second-year paper.

Special Topics Course

AC691 Research Practicum I

Hours 3

Development of a first year project under the supervision of a faculty member. Resulting papers are presented at a departmental research workshop.

AC692 Research Practicum II

Hours 3

Development of a second-year research project under the supervision of a faculty member. Resulting papers are presented at a departmental research workshop.

AC698 Research Colloquim Series

Hours 1

Participation in a research colloquium series involving scholars from top academic institutions.

AC699 Dissertation Research

Hours 1-15

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral degree. Under the guidance of their dissertation advisor, students conduct research toward the completion of their doctoral dissertation. Employing various research techniques and methodologies, students work on theoretical and/or applied research topics with the aim of making a novel contribution to the field.

BAN500 Business Intelligence & Data Visualization

Hours 3

Business Intelligence and Data Visualization (BI/Data Viz) tools are ubiquitous and can be powerful tools that separate signals from the noise in the data-driven workplace. However, poorly constructed data products can have the opposite effect, leading to confusion and deterioration in the quality of decisions. This course exposes students to standard tools for BI/Data Viz and teaches them how to use these tools to transform data of various formats into data products that inform decision-making. Students will also learn best practices and common mistakes to avoid. Emphasis will be placed on getting practical experience using popular tools to analyze datasets and communicate insights given by developed data products.

BAN501 Predictive Modeling with Business Applications

Hours 3

Business Intelligence and Data Visualization (BI/Data Viz) tools are ubiquitous and can be powerful tools that separate signals from the noise in the data-driven workplace. However, poorly constructed data products can have the opposite effect, leading to confusion and deterioration in the quality of decisions. This course exposes students to standard tools for BI/Data Viz and teaches them how to use these tools to transform data of various formats into data products that inform decision-making. Students will also learn best practices and common mistakes to avoid. Emphasis will be placed on getting practical experience using popular tools to analyze datasets and communicate insights given by developed data products.

Prerequisite(s): ST 541 and MIS 501

BAN580 Business Analytics Capstone

Hours 3

This class serves as the capstone course for the Master of Science in Business Analytics program. Students will apply their knowledge to address an analytics task motivated a real-world analytics problem. The course is an advanced application of analytics applications where students design, construct, test, solutions to real-world problems.

EC500 Managerial Economics

Hours 3

An introduction to the foundations of both micro- and macroeconomic analysis, including consumer demand, production and cost analysis, price determination, and macroeconomic theory and policy. Emphasis is on the theory of the firm.

EC508 Microeconomic Theory

Hours 3

An examination of the theory of resource allocation. Topics include demand theory, production and cost functions, theory of markets, general equilibrium analysis, and welfare theory.

EC509 Macroeconomic Theory/Policy

Hours 3

This overview of modern macroeconomic theory and its implications for the conduct of stabilization policies is intended to provide a solid background in macroeconomics for master's students. The course also considers the microeconomic foundations of aggregate economic analysis.

EC510 Law and Economics

W

Hours 3

This course is for master's students in Economics or Finance. It provides students with tools of economic analysis and analytical methods to analyze legal issues and explore some of the intersections between the law and economics. Writing proficiency within this discipline is required for a student to receive a passing grade in this course. A student who does not write with the skill normally required of an upper division student in the discipline will not be given a passing grade, no matter how well the student performs other course requirements.

Prerequisite(s): EC 308 (Grade of C- or better) or EC 310 (Grade of C- or better) or EC 508

Writing

EC512 Indust Org Public Policy

Hours 3

The theoretical and empirical study of large industrial firms in a market economy. The focus is on corporate and governmental policies affecting markets.

Prerequisite(s): EC 308 (Grade of C- or better) or EC 310 (Grade of C- or better) or EC 508

EC513 Economic Forecastg Analysis

C

Hours 3

A survey of the analytical techniques used by economists to forecast the macro- and micro-levels of economic activity and the effects of public policy on the economy. Computing proficiency is required for a passing grade in this course.

Prerequisite(s): EC 413 (Grade of C- or better) or EC 471 (Grade of C- or better) or EC 571

Computer Science

EC516 Monetary Theory & Policy

Hours 3

Theoretical and empirical analysis of the money supply process, the demand for money, the impact of money on the economy, and the implementation of monetary policy.

Prerequisite(s): EC 308 (Grade of C- or better) or EC 310 (Grade of C- or better) or EC 508; and EC 309 (Grade of C- or better) or EC 311 (Grade of C- or better) or EC 509

EC530 International Trade

Hours 3

Analysis and policy implications relating to the international movement of goods, resources, and financial assets.

Prerequisite(s): EC 308 (Grade of C- or better) or EC 310 (Grade of C- or better) or EC 508

EC531 International Finance

Hours 3

An examination of the foreign exchange market, exchange rate determination, international financial institutions, and the management of the risks associated with international business.

Prerequisite(s): EC 308 (Grade of C- or better) or EC 310 (Grade of C- or better) or EC 508; and EC 309 (Grade of C- or better) or EC 311 (Grade of C- or better) or EC 509

EC570 Mathematical Economics

Hours 3

An introduction to mathematical tools commonly used in advanced economic theory and econometrics.

EC571 Econometrics

Hours 3

A quantitative analysis of actual economic phenomena based on the current development of theory and observation, related by appropriate methods of inference.

EC572 Financial Econometrics

Hours 3

This course is for master's students in Economics or Finance. It provides students with analytical methods and programming skills for solving issues in financial economics, asset pricing, and risk management.

Prerequisite(s): EC 413 (Grade of C- or better) or EC 513; and EC 471 (Grade of C- or better) or EC 571

EC573 Games and Decisions

Hours 3

An introduction to game theory with emphasis on application. Game theory is a toolbox for analyzing situations where decision makers influence one another.

EC591 Independent Study

SP

Hours 1-6

No description available

Special Topics Course

EC592 Internship

Hours 3

*No description available***EC596 Capstone Project**

Hours 1-3

This course requires the student to apply his/her knowledge of the field of Economics to recognize operational problems in the field. Further, the student must provide evidence of his/her abilities to communicate understanding of the problem, describe the analysis performed and organize this material effectively for both a written report and corresponding oral presentation.

EC597 Special Topics In Economics

SP

Hours 1-6

None.

Special Topics Course

EC598 Intro To Econ Research

Hours 1-3

Economics Research.

EC599 Thesis Research

Hours 1-15

Thesis Research.

EC600 Advanced Mathematical Economics

Hours 3

This is a course for incoming Ph.D. students in Economics, Finance, and Accounting. It aims to provide students with advanced mathematical tools needed to understand other Ph.D. courses in Economics and Econometrics. Topics include linear algebra, single/multivariable calculus, unconstrained/constrained optimization, and basic differential/difference equations.

EC610 Seminar In Microeconomic Theor

Hours 3

An advanced study of the modern theory of value and price. The seminar includes demand and supply analysis, marginal analysis, and the monopolistic and competitive structure of markets.

EC611 Seminar in Macroeconomic Theory

Hours 3

Selected topics in contemporary macroeconomic theory, with emphasis on dynamic analysis of cyclical fluctuations, stabilization policies, and growth.

EC612 Sem Industrial Organizat

Hours 3

A survey of selected topics in industrial organization. Both theoretical and applied topics are examined, with special emphasis on recent developments.

EC613 Empirical Industrial Organization

Hours 3

This course is a field course for Ph.D. students in Economics. The course provides a discussion of the topics and methods of Empirical Industrial Organization (IO). It is designed to provide a broad introduction to topics and industries that current researchers are studying as well as to expose students to a wide variety of techniques. It will start the process of preparing economics Ph.D. students to conduct thesis research in the area, and may also be of interest to doctoral students in other fields.

EC614 Behavioral Economics

Hours 3

This course is a field course for Ph.D. students in Economics. This course introduces students to the study of human behavior in individual choices, social interactions, and markets, to explain real world phenomena, not easily explained by standard models of rational decision-making.

EC616 Sem Monetary Economics

Hours 3

Selected topics in contemporary monetary theory, with emphasis on determination of the value of money and the effectiveness of monetary policies.

EC624 Political Economy

Hours 3

A survey of selected topics in the field of political economy with an emphasis on voting theory, collective action and rent seeking.

Prerequisite(s): EC 610

EC660 Game Theory

Hours 3

An introduction to non-cooperative game theory. Emphasis on applications in microeconomics and macroeconomics.

Prerequisite(s): EC 610

EC661 Macroeconomic Theory II

Hours 3

This course is the second course in the first year course sequence for Ph.D. students in Economics. It provides the tools needed for the analysis of dynamic stochastic general equilibrium (DSGE) models in Macroeconomics.

EC670 Econometrics

Hours 3

Introduction to methods of analyzing economic data. Topics include linear and non-linear least squares, maximum likelihood estimation, statistical inference, and methods for handling data problems.

EC671 Seminar : Econometrics

Hours 3

A study of selected topics and problems in econometrics emphasizing methodology for economic research measurements.

EC672 Financial Econometric Modeling

Hours 3

The application of econometric time-series methods to financial data. GARCH, nonlinear and cointegration models will be emphasized.

Prerequisite(s): EC 571 or EC 670

EC673 Nonparametric Econometrics

Hours 3

This course will discuss the principles of nonparametric methods. It will provide intuitive explanations of theoretical concepts and empirical examples of nonparametric techniques.

EC674 Experimental Economics

Hours 3

This course introduces PhD students to the field of experimental economics. The course covers methodological issues with designing and conducting experiments and interpreting the results.

EC691 Independent Study

SP

Hours 3

This course allows students to explore subjects in depth and/or investigate areas not covered through the regular curriculum under the guidance of an individual faculty member.

Special Topics Course

EC697 Special Topics in Economics

SP

Hours 1-6

This independent study course is designed to allow doctoral students to pursue independent exploration of a particular field or topical area, under the guidance of an advisor. Material covered will be of an advanced nature aimed at providing students with an understanding of current developments within the field. Discussion and advisor guidance will be focused on readings and methodologies that allow students to develop their research capacity, independent thought, and the ability to interpret professional and/or research materials in their field.

Special Topics Course

EC698 Research In Economics

Hours 3

Consists of supervised study and investigation of specific problems in economics and academics. Only open to graduate students beyond first year.

EC699 Dissertation Research

Hours 1-15

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral degree. Under the guidance of their dissertation advisor, students conduct research toward the completion of their doctoral dissertation. Employing various research techniques and methodologies, students work on theoretical and/or applied research topics with the aim of making a novel contribution to the field.

FI504 Financial Management for MBA

Hours 1-4

Corporate financial planning and decision making; working capital management, capital budgeting, financing, risk-return analysis, valuation, and dividend policy.

FI505 Corporate Valuation

Hours 3

A case study course that focuses on the valuation of publicly held firms.

FI506 Mergers & Acquisitions

Hours 3

An examination of corporate acquisitions, including firm valuation, bidding contests, and defense managers, as well as the corporate tax and legal environment.

FI510 Financial Management

Hours 3

A course concerned with the management of corporate capital. Emphasis is on analysis of problems.

FI512 Money And Capital Mkts

Hours 3

A detailed analysis of the role of money and capital markets in the financial process and of the influence outside forces have on these markets.

FI514 Investments

Hours 3

An overview of the investment decision process. Areas covered are financial statement analysis, risk measures, stock-price valuation models, and portfolio management.

FI515 Quantitative Investment Analysis

Hours 3

Acquaints the student with the quantitative approaches used in modern portfolio theory and investment analysis.

FI516 Monetary Theory & Policy

Hours 3

Theoretical and empirical analysis of the money supply process, the demand for money, the impact of money on the economy, and the implementation of monetary policy.

FI519 Financial Engineering

Hours 3

Advanced quantitative analysis designed to improve managing financial risks such as adverse stock price movements, adverse interest rate changes and adverse commodity price changes, with specific attention given to employing futures, options and swap contracts.

FI520 Financial Risk Management

Hours 3

Advanced methodologies of valuing and managing financial derivative contracts are introduced, including numerical integration, lattice approaches and simulation. A particular emphasis is given to implementing these methodologies as computer programs.

FI522 Bank Administration

Hours 3

A case course examining various aspects of managing a commercial bank in a dynamic environment.

FI531 International Finance

Hours 3

An examination of the foreign exchange market, exchange rate determination, international financial institutions, and the management of the risks associated with international business.

Prerequisite(s): EC 308 (Grade of C- or better) or EC 310 (Grade of C- or better) or EC 508; and EC 309 (Grade of C- or better) or EC 311 (Grade of C- or better) or EC 509

FI534 Seminar In Real Estate

Hours 3

A survey of the major topics and issues in real estate, including real estate investment, alternative financing arrangements, law and agency theory, appraisal, market analysis, taxation, and brokerage.

FI535 Real Estate Invest & Developmnt

Hours 3

A study of the concepts and principles of real property valuation and the analysis of real estate investments.

FI572 Financial Econometrics

Hours 3

This course is for master's students in Economics and Finance. It provides students with analytical methods and programming skills for solving issues in financial economics, asset pricing, and risk management.

FI591 Independent Study

SP

Hours 1-6

No description available

Special Topics Course

FI592 Internship

Hours 3

*No description available***FI596 Capstone Project**

Hours 1-3

This course requires the student to apply his/her knowledge of the field of Finance to recognize operational problems in the field. Further, the student must provide evidence of his/her abilities to communicate understanding of the problem, describe the analysis performed and organize this material effectively for both a written report and corresponding oral presentation.

FI597 Special Topics: Finance

SP

Hours 1-6

No description available

Special Topics Course

FI601 Finance Theory I

Hours 3

Advanced practices of financial management and their application to decision making in the business firm.

FI602 Finance Theory II

Hours 3

An extension of the content of previous courses to summarize modern developments in financial theory.

FI610 Seminar In Finan Mgt

Hours 3

Advanced management theory and techniques in the finance area. Emphasis is on current publications in the academic finance literature.

FI614 Seminar In Investments

Hours 3

Provides an understanding of theoretical and functional aspects of professional investment management theory.

FI624 Financial Markets

Hours 3

This seminar provides for a deep understanding of the monetary and financial system, required of finance specialists in corporate finance, banking, and investments.

FI691 Independent Study

SP

Hours 3

The course allows students to explore subjects in depth and/or investigate areas not covered through the regular curriculum under the guidance of an individual faculty member.

Special Topics Course

FI697 Special Topics in Finance

SP

Hours 1-6

This independent study course is designed to allow doctoral students to pursue independent exploration of a particular field or topical area, under the guidance of an advisor. Material covered will be of an advanced nature aimed at providing students with an understanding of current developments within the field. Discussion and advisor guidance will be focused on readings and methodologies that allow students to develop their research capacity, independent thought, and the ability to interpret professional and/or research materials in their field.

Special Topics Course

FI698 Research In Finance

Hours 3

Consists of supervised study and investigation of specific problems in finance and academics. Only open to graduate students beyond first year.

FI699 Dissertation Research

Hours 1-15

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral degree. Under the guidance of their dissertation advisor, students conduct research toward the completion of their doctoral dissertation. Employing various research techniques and methodologies, students work on theoretical and/or applied research topics with the aim of making a novel contribution to the field.

GBA515 Effective Negotiations

Hours 3

This course will employ negotiations exercises, expert guest speakers and additional readings to help students master negotiation skills.

GBA525 Business Policy

Hours 3

An integrative study of the manager's role as chief strategy maker and chief strategy implementer, using case analysis and management simulation techniques.

GBA526 Competitive Strategy

Hours 3

Examines conceptual tools for the in-depth analysis of industries and competitors; how to build and defend competitive advantages and how to formulate a successful competitive strategy. Usually offered spring semester.

GBA571 STEM Business Honors VII

UH

Hours 1.5

This course is the seventh in a series of eight STEM Business Honors courses that students take in the STEM Path to the MBA. It is intended to be taken in the fall semester of the students' senior year. It will focus on a year-long (two semester) project.

Prerequisite(s): GBA 371 and GBA 372

University Honors

GBA572 STEM Business Honors VIII

Hours 1.5

This course is the last in a series of eight STEM Business Honors courses that students take in the STEM Path to the MBA. It is intended to be taken in the spring semester of the students' senior year. It will focus on a year-long (two semester) project.

Prerequisite(s): GBA 371, GBA 372, and GBA 571

GBA591 Independent Study

SP

Hours 1-3

Open to all graduate students on an elective basis. This course offers students an opportunity to pursue a course of study that they design according to their own interests. Students may also work on a faculty-directed research project and receive credit.

Special Topics Course

GBA592 Managerial Internship

Hours 3

Open to all graduate students on an elective basis. Through the cooperation of participating organizations, students are exposed to actual management situations and are given an opportunity to apply classroom knowledge to practical decision problems.

GBA596 Capstone Project

Hours 1-3

The course requires the student to apply his/her knowledge of the field of General Business to recognize operational problems in the field. Further, the student must provide evidence of his/her abilities to communicate understanding of the problem, describe the analysis performed and organize this material effectively for both a written report and corresponding oral presentation.

IBA550 Global Business

Hours 1-3

A seminar emphasizing the environmental factors affecting international business operations, and studying different economic, social, cultural, legal, and other environmental conditions and their influence on both the formulation and execution of business policy of firms engaged in multinational business.

IBA555 Global Market Management

Hours 3

The object of this course is to investigate the effects of cultural similarities and differences on marketing practices worldwide. Also examined are the effects of market idiosyncrasies on globally oriented products, promotion, pricing, and distribution strategies.

IBA560 Advanced Import/Export Strategy

Hours 3

This course will provide a detailed overview of marketing, management, and logistics issues relative to setting up and operating an import/export firm or engaging in these activities in an existing firm.

IBA596 Capstone Project

Hours 1-3

This course requires the student to apply his/her knowledge of the field of International Business Administration to recognize operational problems in the field. Further, the student must provide evidence of his/her abilities to communicate understanding of the problem, describe the analysis performed and organize this material effectively for both a written report and corresponding oral presentation.

IBA597 Special Topics: Independent Study

SP

Hours 3

This course offers faculty a chance to present topics of interest to themselves and to students with interests in international business.

Special Topics Course

MGT512 Management Presentations

Hours 3

Instruction and practice of information presentation in a business environment. Topics include conference room presentations, media briefings, team presentations, television interviews and audiovisual development.

MGT517 Leadership & Ethics

Hours 3

This course is an overview of leadership theory and models including discussions of ethical issues that corporate decision makers face.

MGT520 Change Management

Hours 3

The major objective of the course is to introduce students to the most recent thinking about strategic change, its drivers, and the techniques that are currently used for its management.

MGT522 Leadership Communication

Hours 3

Analysis of the role of communication in effective leadership for all management situations.

MGT523 Effective Negotiations

Hours 3

This course will employ negotiation exercises, expert guest speakers and additional readings to help students master negotiation.

MGT526 Strategic Analytics

Hours 3

Students learn to design and execute data analysis methods and solutions to support managers in developing organizational strategies grounded in evidence-driven decision-making.

MGT531 Employee Recruitment, Selection, and Placement

Hours 3

A course designed to acquaint the student with a scientific approach to the selection, training, and placement of employees. Validation of selection practices and evaluation of training programs are emphasized.

MGT534 Training and Development

Hours 3

This course examines how organizations expend considerable sums to attract talented employees. Students learn how Training and Development helps employers to motivate employees and tailor their skills sets to organizational needs. The course will focus less on basic training methods and more on advanced topics in workforce development as well as making the case to skeptical executives on the value of these methods.

Prerequisite(s): MGT 301

MGT537 Strategic Human Resources Management

Hours 3

An analysis of methods and techniques used in the management of human resources.

MGT539 Work Flow Analytics

Hours 3

An analysis of the application of advanced data analytic tools to help address human resources concerns.

Prerequisite(s) with concurrency: ST 560

MGT542 Management Communication

Hours 3

Methodology for understanding both written and oral presentations. Students develop a language to use to manage written and oral verbal skills in specific business environments.

MGT552 Project Management and Consulting

Hours 3

Demonstrate communication effectiveness in a business context by completing a team project for a client, using written, oral, visual and interpersonal skills.

MGT556 Data Visualization

Hours 3

This course is designed to teach students the principles behind analyzing data and communicating it visually with Tableau software.

Prerequisite(s): GBA 300

MGT582 New Venture Development

Hours 3

This course provides an opportunity to develop a business plan for a new venture or for expansion of an existing company. Students are expected to acquire skills in evaluating business ventures; to learn alternative financing sources; to develop ideas for differentiating products; and to develop an understanding of what is required to harvest the profits of a growing business.

MGT586 Small Business Consulting

Hours 3

This course is designed to offer education and training in the art of management consulting as it applies to smaller firms. The overall purpose of the course is the acquisition of knowledge and skills that will enable students to provide management advice to entrepreneurs and businesspersons to improve the performance of smaller organizations.

MGT591 Independent Study

SP

Hours 1-6

Open to all graduate students on an elective basis. This course offers students an opportunity to pursue a course of study that they design according to their own interests. Students may also work on a faculty-directed research project and receive credit.

Special Topics Course

MGT592 Internship In Human Resources Management

Hours 3

Open to graduate students with the approval of the chairperson of the human resources management program. Graduate students receive on-the-job experience in human resources management in actual organizational settings, under the joint guidance of the cooperating organizational officials and faculty members.

MGT596 Capstone Project

Hours 1-3

This course requires the student to apply his/her knowledge of the field of Management to recognize operational problems in the field. Further, the student must provide evidence of his/her abilities to communicate understanding of the problem, describe the analysis performed and organize this material effectively for both a written report and corresponding oral presentation.

MGT597 Special Topics

SP

Hours 3

This course is devoted to the study of current topics of interest in management.

Special Topics Course

MGT598 Research In Management

Hours 3

A supervised study of specific issues and problems in management. The course is open to students in their final semester of coursework leading to the completion of a master's degree in management.

MGT599 Thesis Research

Hours 1-6

Thesis Research.

MGT610 Professional Development I

Hours 1

Provides doctoral students with an introduction to the academic community.

MGT611 Professional Development II

Hours 1

Provides doctoral students with an introduction to the academic community.

MGT612 Professional Development III

Hours 1

Provides doctoral students with an introduction to the academic community.

MGT613 Professional Development IV

Hours 1

Provides doctoral students with an introduction to the academic community.

MGT620 Organizational Behavior

Hours 3

A course designed to develop thorough understanding of individual behavior within formal organizations. Consideration is given to a number of important behavioral processes, including learning, perception, attitudinal structuring, conflict, motivation, and social reinforcement. Attention is devoted to the individual's effect on the organization and the way behavior affects the achievement of organizational goals.

MGT621 Organ Behav Group Perf

Hours 3

A study of human interaction and interpersonal behavior within working relationships. Emphasis is given to findings of the behavioral sciences as related to management problems. Theoretical and empirical approaches to issues such as communication, socialization, and role theory are presented.

MGT622 Current Topics in Human Resources Management

Hours 3

A course that gives special attention to the human aspects of problems that arise in technical, social, and organizational arenas faced with the need to change. The course includes detailed analyses of organizations as systems and of organizational leadership, change, and development.

MGT623 Contemporary Issues in Organizational Theory

Hours 3

This course deals with the definition and grouping of work units, the relationships between work units, and the assignment of decision-making authority to units within a contingency framework. Special emphasis is placed on the influence of the external environment on the structure and design of the organization.

MGT625 Foundations of Strategic Management

Hours 3

This seminar provides students with the theoretical foundation necessary to conduct empirical research in strategic management through the study of seminal works and current literature.

MGT633 Entrepreneurship Research

Hours 3

This course offers a systematic overview of the research literature on entrepreneurship. As is the case with the academic field of entrepreneurship, the course takes an interdisciplinary approach, building on research in economics, sociology, psychology, geography, and other academic disciplines.

MGT690 Research Methods I

Hours 3

The purpose of this class is to build skills in the design, conduct and evaluation of research. Students are introduced to the basics of designing studies to test hypotheses and research.

MGT691 Research Methods II

Hours 3

Research Methods II.

MGT698 Research in Management

Hours 3

A supervised study and investigation of specific problems in management. Open to students nearing the completion of coursework for the PhD.

MGT699 Dissertation Research

Hours 1-15

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral degree. Under the guidance of their dissertation advisor, students conduct research toward the completion of their doctoral dissertation. Employing various research techniques and methodologies, students work on theoretical and/or applied research topics with the aim of making a novel contribution to the field.

MIS501 Application Development for the Data-Driven Organization

Hours 3

This course will highlight one or more core programming languages (e.g., Java, Python) used within modern, data-driven organizations for the purpose of data collection, manipulation, and analysis. The first portion of the course will focus on essential programming knowledge and practices. The second portion of the course will emphasize the development of programmatic solutions, which will acquire data (e.g., web content, social media data, geospatial data, sensor-based data) through the integration of APIs and/or web services as well as ethical scraping techniques and then store the data in a modern backend database.

MIS502 Database Design and Management in the Data-Driven Organization

Hours 3

This course will cover the essentials of database design and management in modern, data-driven organizations. The first portion of the course will focus on relational database design as well as SQL for the storage and access of structured data. The focus of the second portion of the course will highlight modern database structures/systems (e.g., Apache Hadoop, graph databases) as well as their query languages for storing, accessing, and analyzing more unstructured data or data having relationships not easily queried by traditional databases. Additional topics may include data cleansing, query optimization, and extract-transform-load (ETL) processes.

MIS505 Enterprise Networking and Security

Hours 3

Data communications and networks; impact on business enterprises and issues pertaining to design and implementation. Security and operational requirements evaluated in multiple network architectural configurations.

MIS511 Management Information Systems

Hours 1-3

Motivation for, construction of, and application of MIS. Topics include IS strategic alignment, information intensive business processes, and decision making. Business analysis techniques are emphasized for systems such as TPS, e-business, management reporting systems, and data warehouses.

MIS515 Intro to Application Development

Hours 3

This bridge course intends to introduce students into the basics of application development using Python programming language. Students will gain a fundamental understanding of contemporary application development using Python as the programming language. Students will gain proficiency in creating functional Python scripts to build variety of applications in the area of system development. Python provides a simple and versatile development environment suitable for projects ranging from simple scripting applications to large-scale enterprise applications. In addition to core programming fundamentals, the course will also incorporate system development best practices such as team collaboration, version management, documentations, unit testing, styles and standards. In the process, students will explore the multitude of standard libraries available in the Python development ecosystem to accomplish various problem-solving tasks.

MIS520 Systems Analysis And Design

Hours 3

Techniques and methodologies of systems analysis and design are introduced, including conducting project scoping, requirements elicitation, requirements definition, and operations specifications.

MIS521 Enterprise Application Development

Hours 3

The study, application, and analysis of advanced software engineering, application patterns, and file structures. Students design, construct and test software structures for effective information management.

Prerequisite(s): Admission into the MSMIS program. MIS 321 Business Programming II and MIS 330 Database Administration

MIS525 Informatn Systems Project Mgt

Hours 3

Techniques and methodologies of project level scoping, staffing, planning, scheduling, monitoring, and controlling the development of value-added information technology business solutions on time and within budget.

MIS527 Emerging Info Technologies Sem

Hours 3

Course covers fundamental purchasing systems applications, supplier relations and evaluation, strategic planning in purchasing, purchasing techniques, value analysis and cost analysis.

MIS530 Sys Development/Implementation

Hours 3

Techniques and methodologies of project-level systems development and delivery are introduced including interface design, platform constraints, application architecture, testing, quality control, security, and performance evaluation.

Prerequisite(s): MIS 520

MIS531 Health IT

Hours 3

The fragmented healthcare environment is going through a profound shift in its approach to delivering better healthcare services through the implementation of healthcare IT (HIT). This course provides an overview of the healthcare environment and the role of HIT in enabling service delivery capabilities. Specifically, this course is designed to provide students with the knowledge and skill to understand the role of HIT in creating and managing the cross-continuum systems of care. Furthermore, the course prepares students with the knowledge and skills essential to managing HIT and its assimilation in the complex domain of healthcare.

MIS535 Information Systems Consulting

Hours 3

Techniques and methodologies in client relationship management, proposal development, scope negotiation, component-based costing, knowledge management, software module and deliverable integration, systems deployment, and change management.

Prerequisite(s): MIS 520

MIS540 Dbase Design/Construction/Oper

Hours 3

Emphasizes commercial business application of relational DBMS. Topics include semantic data modeling, normalization, process triggers, enterprise integrated, ODBC, n-tier architecture, e-business application, and performance tuning.

MIS541 Business Analytic Support Sys

Hours 3

System level concepts, methods, tools and techniques for model-driven, data-intensive decision making. Topics include: structuring data, information and knowledge in data warehouses and data marts, and analytic procedures.

MIS560 Enterprise Integration Methods

Hours 3

Introduction to techniques and methodologies of enterprise-level governance, architecture, analysis, design, procurement, integration and deployment.

MIS561 Applied Cyber Security

Hours 3

This course examines management issues and practical implications related to securing information systems. This course focuses on the Threat Environment, security Policy and Planning, Cryptography, Secure Networks, Access Control, Firewalls, Host Hardening, Application Security, Data Protection, Incident Response, and Networking and Review of TCP/IP. A clear theoretical understanding supports a large practical component where students learn to use contemporary security software to secure and assess information systems and network infrastructure using a hands-on approach.

MIS563 Behavioral Cyber Security

Hours 3

This course provides students with a solid foundation of information security management, with an emphasis on its human element. As part of this understanding, we will explore how humans, as employees of an organization and consumers of organizational products and services, perceive threats to themselves, their digital assets, their privacy, and to their organizational affiliations. We also explore how these perceptions are operationalized in their behaviors as organizational insiders, serving to either undermine or facilitate security management practices.

MIS564 Organizational Security Management

Hours 3

The course is intended to teach students how to develop and apply an information security management plan to an organization. Topics include governance and security policy, threat and vulnerability management, incident management, risk management, information leakage, crisis management and business continuity, compliance management, and security awareness and security implementation considerations. Students will also be exposed to the national and international policy and legal considerations related to cybersecurity and cyberspace such as privacy, intellectual property, and cybercrime.

MIS566 Introduction to Cybercrime and Digital Forensics

Hours 3

This course introduces the topics of cybercrime and digital forensics. Students will learn different aspects of cybercrime and methods to uncover, protect and analyze digital evidence. They will be exposed to different types of software and hardware tools and use them to perform rudimentary investigations. Cybercrime and digital forensics are increasingly important areas of study. Students will also gain an understanding of evidentiary law from the perspective of first responders. Tools are becoming more powerful and attacks more sophisticated. Consequently, there is a growing need for graduates with the skills to investigate these crimes.

MIS591 Independent Study Mgt Info Sys

SP

Hours 3

No description available

Special Topics Course

MIS592 Internship In Mgt Info Systems

Hours 3

*No description available***MIS597 Spec Top Mgt Info Systems**

SP

Hours 1-6

No description available

Special Topics Course

MIS598 Res In Management Info Systems

Hours 1-6

Open to students nearing completion of coursework for the master's degree. A supervised study and investigation of specific problems in management and management information systems.

MIS601 Theory Development Seminar

Hours 3

This course focuses on the characteristics of scientific theory, particularly in the field of Management Information Systems (MIS). We also discuss strategies for discovering theories, often referred to as 'theorizing' or 'theory development' in the MIS literature. The use or development of a theory and theoretical contributions are typically necessary for publishing papers in MIS journals. The course explains the rationale behind this requirement, some of its limitations, and how it can be fulfilled. A solid understanding of MIS theories assists students in successfully publishing their papers.

MIS603 Research Methods 1 Seminar

Hours 3

This course introduces students to quantitative and qualitative methods utilized in Management Information Systems (MIS) research. The seminar equips students with the knowledge and skills to start conducting OM/MIS research effectively. It focuses on the most widely used quantitative and qualitative methods in the academic discipline. Students will (1) develop a scholarly understanding of these techniques and the skill to apply them in their research, (2) develop data analysis skills using statistical software such as R and SPSS, and (3) read seminal papers in the OM/MIS discipline applying these techniques to "see them in action". The entire course is organized around a set of readings that will be assigned for every session.

MIS605 MIS- Research Methods 2 Seminar

Hours 3

Ever since the beginning of research into information systems (IS), economics has been recognized as one of the most important reference disciplines. Economics has made useful contributions to the understanding of IS research and applications. Some examples include the theory of information, decision analysis, game theory, and econometric methodologies. These methodologies help IS researchers to understand the implementation, adoption, and management of information systems, such as the economics of standards and network configurations, privacy, and information technology's contribution to firms' productivity. Students must be familiar with basic probability theory and statistical inference concepts.

Prerequisite(s) with concurrency: MIS 603

MIS607 MIS Foundations Seminar

Hours 3

This course introduces students to the foundational elements of Management Information Systems (MIS) research including its history, focal phenomena, theories, and frameworks.

MIS609 MIS- Individual-level Research Seminar

Hours 3

This seminar is a discussion of the different theories and views about the human agents of organizations and the information and communication systems with which they engage. The course is designed to provide an overview of research on individual behavior with specific emphasis on MIS behavioral theories and research designs.

MIS611 MIS Research Methods - Organizations and Information Systems

Hours 3

This seminar delves into the intricate interplay between human agents within an organization and the design and security of the information and communication systems with which they engage. The aim is to provide a comprehensive understanding of the various theories and perspectives that shape our comprehension of these foundational components of contemporary business environments. By exploring the multifaceted domain of human agents, organizational structure, and their interplay with information systems, students aim to shed light on the complex challenges of designing secure and efficient information security systems. All students should also be certified to conduct human subjects research by the University of Alabama Institutional Research Board (IRB).

Prerequisite(s): By permission only.

MIS613 MIS Emerging Trends Seminar

Hours 3

This advanced seminar is designed to provide a comprehensive exploration of emerging trends, cutting-edge research, and the future of MIS research. Students read the latest MIS literature published in premier MIS journals. The seminar equips students with the knowledge and skills to navigate and contribute to the dynamic field of MIS effectively. It focuses on the most current research trends and topics within the IS academic discipline. Thus, it aims to introduce students to exemplary published studies on emerging topics in IS and help students 1) develop a scholarly understanding of these topics, 2) understand gaps being left behind, and 3) identify potential ways in which to further research in these areas. The entire course is organized around a set of readings that will be assigned for every session.

MIS691 MIS Directed Individual Study

Hours 3

This individualized course provides students with the opportunity to explore advanced topics of interest, tailored to their focused area or path of learning. Students will engage in independent research, critical analysis, and the development of scholarly work in their chosen area of interest. The flexible nature of this course provides students the freedom to pursue specialized topics that support their dissertation or broader research agenda.

MIS697 MIS- Special Topics

Hours 3

This independent study course is designed to allow students enrolled in the Operations Management doctoral program with a focal area of study in MIS to pursue independent exploration of a particular field or topical area, under the guidance of an advisor. Material covered will be of an advanced nature aimed at providing students with an understanding of current research systems, methods and theories.

MIS699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral degree. Under the guidance of their dissertation advisor, students conduct research toward the completion of their doctoral dissertation. Employing various research techniques and methodologies, students work on theoretical and/or applied research topics with the aim of making a novel contribution to the field.

MKT510 Product Design Marketing Strategy

Hours 3

An intensive investigation of the process of new product development, including its role in the organization, analysis of market opportunities, creative idea generation, concept screening, design, forecasting, manufacturing, and launch. Teaching emphasis is on processes, tools, and techniques. A group project provides real-world product development experience.

MKT518 Marketing Management & Decision Making

Hours 3

A combination of lectures and cases is used to examine and analyze the marketing process. Emphasis is on decision making: the refinement of skills needed to recognize and solve marketing problems, and to effectively communicate recommendations both within and without the organization. The following components of the marketing mix are examined: product management, pricing, promotion, personal selling, buyer behavior, marketing channels, distribution, and segmentation.

MKT530 Advanced Marketing Analysis

Hours 3

This course for Master of Science in Marketing and second-year MBA students concerns the generation of marketing research results to help make marketing decisions. The course is designed to complement and build on the skills acquired in Marketing 518, the Survey of Marketing course. The core of Marketing 530 is decision-relevant data; planning its acquisition; getting it from a variety of internal, secondary and primary sources; analyzing it; and using it as the basis of decisions. The course also provides students with marketing analytics-centered skills (ANOVA, regression, factor and cluster analysis). Knowledge developed in the courses can be applied in the fields of market management, product management and project management. This course also helps prepare students to successfully complete team-based projects (Marketing 581) in the spring semester.

MKT531 Consumer Insights

Hours 3

An examination of how service firms achieve and maintain marketing excellence via customer insights. This course will help students become astute discoverers of business-relevant consumer insights through the use of framework, concepts, tools, and techniques to understand the hearts, minds, and motives of consumers.

MKT537 Personal Selling

Hours 3

To understand the basic concepts and principles surrounding personal selling including the sales process and emerging advanced sales topics.

MKT538 Sales Management

Hours 3

The Sales Management course builds on the basic sales process taught in Professional Sales by focusing on Account Management and Team Management.

Prerequisite(s) with concurrency: MKT 537

MKT539 Customer Relationship Management

Hours 3

This course focuses on key account management from a foundations, technology, and real world perspective. The course will provide students a deep dive into how to best manage customer relationships to drive ongoing "customer success" with products that keeps customer buying and using products.

Prerequisite(s): MKT 537

MKT540 Intro to Digital/Social Media

Hours 3

This course will address the distinct needs of digital and social media in the area of marketing. Opportunities for application of these skills to real-world business situations will be given to students. The course covers theory along with the tactical elements of creating and branding digital and social media content for companies and organizations.

Prerequisite(s): Master's

MKT542 Digital and Social Media Analytics

Hours 3

This course will give students experience and exposure to advertising analytics in digital and social media. Special focus will be placed on Google AdWords and Google Analytics – the premiere digital advertising and analytics program online at this time. Students will analyze current professional literature on digital and social media analytics and focus on return on investment of online advertising and analytics for businesses and organizations.

Prerequisite(s): Master's

Prerequisite(s) with concurrency: MKT 540 or MKT 543

MKT543 Advanced Digital and Social Media Projects and Studies

Hours 3

This course will give students real world experience in using social media professionally. Students will work in teams on live social media projects with a professional organization while learning Return on Investment strategies and analytical skills.

Prerequisite(s): Masters, MKT 540

MKT587 Advanced Market Strategies

Hours 3

An in-depth examination and evaluation of strategic thinking behind marketing decisions. This course focuses on utilizing market intelligence in problem identification, analysis, solving, and communication in order to plan effective and customized tactics constructing a company's marketing strategy. This course uses a combination of cases and marketplace simulation to deeply examine and analyze strategic marketing problems. The course is designed to be completed in small teams with heavy emphasis on applied learning.

MKT591 Independent Study

SP

Hours 1-6

This course allows students to work one-on-one with faculty on a topic mutually agreed on by the faculty and student.

Special Topics Course

MKT592 Internship

Hours 3

Students work for an organization in an approved business or public sector setting. The internship is administered through the Master of Science in Marketing program.

MKT595 Client-Based Mkt Consult Proj

Hours 3

This course is devoted entirely to the completion of real-world marketing projects for specific organizational clients. Teams are created based on skills and interests as well as the needs of the clients. The scope of each project is determined by the needs of the client, but it typically is based in decision-making insights from marketing research and involves one or more of such marketing-oriented tasks as: market segmentation and target marketing activities associated with a proposed new product, service, or strategic initiative; the gathering and application of marketing research pertinent to an important GO/NO GO decision by the firm; gauging specific reaction from the potential customer market regarding a proposed new initiative by the client; evaluating the potential competitive advantage of a strategic or tactical move by the firm; creation of and implementation of a plan for research, promotion, launch, pricing, and/or distribution for some aspect of the firm's business. This course is unique. It allows students to use the skills and knowledge that they have acquired in graduate marketing courses as well as build new skills in marketing analysis, project management, client relationship building/maintenance skills, communications, decision-making, and leadership.

MKT596 Capstone Project

Hours 1-3

This course requires the student to apply his/her knowledge of the field of Marketing to recognize operational problems in the field. Further, the student must provide evidence of his/her abilities to communicate understanding of the problem, describe the analysis performed and organize this material effectively for both a written report and corresponding oral presentation.

MKT597 Special Topics In Marketing

SP

Hours 1-6

This course offers faculty a chance to present topics of interest to themselves and to marketing students.

Special Topics Course

MKT599 Thesis Research

Hours 1-6

A course designed to focus on student's independent research projects.

MKT613 Consumer Behavior

Hours 3

This course will focus on exposing PhD students to academic research related to understanding how and why people consider, choose, use, and evaluate goods and services. Offered spring semester, every other year.

MKT614 Consumer Psychology Seminar

Hours 3

This PhD seminar introduces students to research on consumer psychology. Readings will cover a wide range of classic and contemporary approaches to consumer psychology research and prepare students to conceptualize research projects in the consumer psychology domain.

Prerequisite(s): Admission to the Ph.D. program in Business Administration or with instructor approval

MKT621 Marketing Management

Hours 3

This PhD seminar introduces students to research that explores how marketing can create value for consumers and the firm. Topics could include discussions of the effects of service, sales, marketing technology, product, pricing, promotion, and other marketing investments on consumer attitudes, spending, and firm performance.

Prerequisite(s): Admission into the Business Administration Ph.D. Program

MKT622 Marketing Strategy Seminar

Hours 3

The PhD seminar introduces students to research that explores the influence of marketing on the strategic direction of the firm and the effects of marketing assets, investments, and decisions on firm performance.

Prerequisite(s): Admission to the Ph.D. program in Business Administration or with instructor approval

MKT670 Introduction to Research Methods in Marketing

Hours 3

This PhD seminar introduces various research methods to studying marketing phenomena. Students will be exposed to the varying methodologies, learn about their core assumptions, and discuss how they are applied to study consumer behavior and marketing strategy research questions.

Prerequisite(s): Admission to the Ph.D. program in Business Administration or with instructor approval

MKT671 Behavioral Research Methods in Marketing

Hours 3

This course is intended to introduce doctoral students to commonly used behavioral research methods in marketing. An emphasis will be placed on the design and analysis of experimental research in marketing.

Prerequisite(s): Admission to the Ph.D. program in Business Administration or with instructor approval

MKT672 Strategy Research Methods in Marketing

Hours 3

This course is intended to introduce doctoral students to commonly used strategy research methods in marketing. An emphasis will be placed on collecting, analyzing, and reporting the results from secondary data.

Prerequisite(s): Admission to the Ph.D. program in Business Administration or with instructor approval

MKT688 Quantitative Modeling in Marketing

Hours 3

This course covers multiple approaches to quantitative analysis of marketing data. Modeling skills are developed through analysis of actual data and examination of published applications. Analysis approaches include assessments of reliability and validity, multiple regression, ANOVA, PLS, and structural equation modeling.

MKT697 Marketing- Special Topics

SP

Hours 3

This course offers faculty a chance to present contemporary research and practice topics of interest to marketing students.

Special Topics Course

MKT698 Research In Marketing

Hours 1-9

A course designed to focus on students' independent research projects.

MKT699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral degree. Under the guidance of their dissertation advisor, students conduct research toward the completion of their doctoral dissertation. Employing various research techniques and methodologies, students work on theoretical and/or applied research topics with the aim of making a novel contribution to the field.

OM500 MGT Science & Spreadsheet Mod

Hours 3

This course provides Operations Management concepts and applications in data-driven decision making. Emphasis is on data clean-up, data analysis, problem formulation, and interpretation of results using spreadsheet-based modeling and solution procedures including optimization and simulation approaches.

Prerequisite(s) with concurrency: ST 509 or ST 560

OM501 Advanced Applied Modeling and Analysis

Hours 3

Building on the foundations of spreadsheet modeling analysis, this course provides a deeper understanding of optimization and simulation. Course topics include discrete optimization, duality and sensitivity, large scale optimization, multi-objective optimization, dynamic programming, and Monte Carlo and process simulations with an emphasis on practical applications. In addition to spreadsheets, the students will learn specialty optimization and simulation software, including heuristic methods and algorithms. Extensive use of software.

Prerequisite(s): OM 500

OM506 Business Spreadsheet Analytics

Hours 1-3

This course provides Operations Management concepts and applications in data-driven decision making. Emphasis is on data clean-up, data analysis, problem formulation, and interpretation of results using spreadsheet-based modeling and solution procedures including optimization and simulation approaches.

Prerequisite(s) with concurrency: ST 509 or ST 560

OM516 Operations Management

Hours 3

This course will address the important concepts and issues related to the design and management of business operations including manufacturing, distribution, logistics, transportation, and service operations. The course will demonstrate how certain quantitative methods can be applied to the analysis and solution of problems that arise in operations management.

OM517 Supply Chain Modeling & Analysis

Hours 3

This course provides a framework and quantitative methods for designing, managing, and analyzing the supply chain operations needed to support a firm's business strategy. Students will study the structure of supply chain operations in terms of six supply chain drivers (facilities, inventory, transportation, information, sourcing, and pricing). Students will develop analytical models and analyze the relationship between supply chain structure and performance through case studies and examples.

Prerequisite(s) with concurrency: OM 500 or OM 506

OM522 Operations Scheduling Problems

Hours 3

A broad investigation of a variety of scheduling activities in production, logistics or service environment are discussed. Typical topics include project scheduling, job-shop scheduling, routing related problems and manpower scheduling.

Prerequisite(s): OM 500 or OM 506

OM523 Inventory Management

Hours 3

Principles, models, and techniques for planning, analyzing, and controlling inventory systems are discussed. Topics include in depth analysis of deterministic and stochastic inventory models and their applications. The limitations and usefulness of these models in practice are addressed.

Prerequisite(s): ST 509 or ST 550 or ST 560

OM524 Mfg Sched & Control Systems

Hours 3

An in-depth, analytical study of the systems used in manufacturing planning and control are covered. Alternative approaches used in practice (such as MRP and JIT) are studied.

Prerequisite(s): OM 500 or OM 506; and ST 509 or ST 550 or ST 560

OM525 Effective Quality Management

Hours 3

Provide participants with a broad understanding of philosophies and methods used to enhance organizational effectiveness in a wide range of organizational settings.

OM527 Purchasing and Sourcing

Hours 3

Course covers fundamental purchasing concepts and quantitative techniques for analyzing procurement practices, selecting suppliers, managing supply risk, and improving operational procurement decisions.

Prerequisite(s): OM 500 or OM 506

OM540 Systems Simulation

C

Hours 3

A study of the management applications of stochastic and deterministic mathematical and computer models in systems design and analysis. Computing proficiency is required for a passing grade in this course.

Prerequisite(s): ST 509 or ST 550 or ST 560

Computer Science

OM592 Internship

Hours 3

No description available

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OM596 Capstone Project

Hours 3

This course requires the student to apply his/her knowledge of the field of Operations Management to recognize and model operational problems and/or processes targeted for improvement. Further, the student must provide evidence of his/her abilities to communicate understanding of the problem or process, describe the analysis performed, and organize this material effectively for both a written report and corresponding oral presentation.

OM597 Special Topics in OM

SP

Hours 1-6

No description available

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Special Topics Course

OM598 Research

Hours 1-6

Open to students nearing completion of coursework for the master's degree. A supervised study and investigation of specific problems in management and operations management.

OM600 Linear Program: Theory & Appli

Hours 3

The theory and application of linear programming are rigorously studied. Software tools such as AMPL and OPL Studio for solving linear programs are introduced.

OM601 Stochastic Decision Models

Hours 3

Probabilistic models in the decision-making process are discussed. Attention is given to the assumptions, development, and administrative implications of dynamic programming, queuing analysis, and decision analysis.

Prerequisite(s): MATH 557

OM602 Nonlinear Modeling and Optimization

Hours 3

Theoretical and applied aspects of nonlinear modeling and optimization such as unconstrained and constrained optimization, duality, barrier and interior point methods, and large-scale optimization.

Prerequisite(s): OM 600

OM603 Integer Modeling and Optimization

Hours 3

Theoretical and applied aspects of integer and discrete modeling and optimization such as valid inequalities, transformations, branch and bound, column generation, and branch and cut.

Prerequisite(s): OM 600

OM620 Production Management Models

Hours 3

A quantitative study of models and procedures used in various decision problems addressed by production and operations managers is completed in this course. Mathematical modeling and optimization software packages are used in solving these models.

Prerequisite(s): OM 500

OM695 Operations Management Seminar

Hours 1

A learning environment designed to expose Ph.D. students to a wide array of issues and topics related to operations management research.

OM697 Special Topics

SP

Hours 1-6

Special Topics.

Special Topics Course

OM699 Dissertation Research

Hours 1-12

No description available

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ST509 Stat For Business Appl

Hours 3

A broad introduction to statistical and probabilistic methods useful for managerial decision making. Topics include graphical displays, numerical summaries, basic probability models, confidence intervals, hypothesis testing, and regression analysis.

ST521 Statistical Data Management

Hours 3

Introduction to the management of data using SAS. The collection and management of data from business or scientific research projects are emphasized.

ST522 Adv Statistical Data Mgt

Hours 3

This course provides students with insight and understanding into the advanced aspects of data management. Emphasis will be placed on computer techniques for the preparing and cleaning of data from scientific research projects as well as for business-oriented projects in order to conduct advanced level analyses. Techniques for detecting, quantifying, and correcting data quality will be covered.

Prerequisite(s): ST 521

ST531 Data Mining I

Hours 3

Data mining is the process of selecting, exploring, and modeling large amounts of data to uncover previously unknown patterns of data. Techniques for accomplishing these tasks in a business setting will be discussed.

Prerequisite(s): ST 550 or ST 560 or ST 509

ST532 Advanced Data Mining

Hours 3

A detailed study of data mining techniques including logistic regression, neural networks, decision trees, general classifier theory, and unsupervised learning methods. Mathematical details and computer techniques are examined. The SAS programming language and SAS's Enterprise Miner will be used to accomplish these tasks. Other packages may also be used.

Prerequisite(s): ST 531

ST540 Statistical Programming and Computing with R

Hours 3

This course explores the syntax of the R language and its capabilities for statistical data analysis, computing, and graphics.

Prerequisite(s): ST 260

ST541 Applied Statistical Modeling for Analytics I

Hours 3

Emphasis is on practical methods of statistical data analysis and their interpretation. Topics include simple and multiple linear regression, regression model interpretation, regression diagnostics, transformations on dependent and independent variables, qualitative independent variables, regression inference, strategies for model building, methods for forecasting time series data. Extensive use of statistical software.

Prerequisite(s): ST 560

ST542 Applied Statistical Modeling for Analytics II

Hours 3

Emphasis is on practical methods of statistical data analysis and their interpretation. Topics include design and analysis of experiments (completely randomized design, randomized block design, factorial designs, 2^{k-p} fractional factorial designs, response surface optimization), multivariate inference, dimension reduction, classification, and clustering. Extensive use of statistical software.

Prerequisite(s): ST 541- Applied Statistical Modeling for Analytics I (or equivalent)

ST545 Introduction to Statistical Learning and Data Mining

Hours 3

This course offers an introduction to the field of statistical learning, an essential toolkit for making sense of vast and complex data sets.

Prerequisite(s): ST 452 or ST 552 or ST 560

ST547 Data Visualization and Analytics in R

Hours 3

Data visualization is one of powerful tools to explore and understand data. This course is intended to introduce students to useful visualization techniques for data exploration and presentation using the free and open-source R computer programming. Basic syntax and capabilities of the R language are also covered.

Prerequisite(s): ST 550 or ST 560 or ST 509

ST550 Stat Methods In Res I

Hours 3

Development of fundamental concepts of organizing, exploring, and summarizing data; probability; common probability distributions; sampling and sampling distributions; estimation and hypothesis testing for means, proportions, and variances using parametric and nonparametric procedures; power analysis; goodness of fit; contingency tables. Statistical software packages are used extensively to facilitate valid analysis and interpretation of results. Emphasis is on methods and on selecting proper statistical techniques for analyzing real situations.

ST552 Applied Regression Analy

Hours 3

Modeling issues for multiple linear regression are discussed in the context of data analysis. These include the use of residual plots, transformations, hypothesis tests, outlier diagnostics, analysis of covariance, variable selection techniques, weighted least squares and colinearity. The uses of multiple logistic regression are similarly discussed for dealing with binary-valued dependent variables.

Prerequisite(s): ST 450 or ST 550 or ST 560 or ST 509

ST553 Appld Multivariate Analy

Hours 3

Methods and business applications of multivariate analysis, discriminant analysis, canonical correlation, factor analysis, cluster analysis, and principal components.

Prerequisite(s): ST 554

ST554 Math Statistics I

Hours 3

The course introduces probability theory. It covers fundamental concepts and theorems, such as probability distribution; random variable; mathematical expectation, variance, moments, independence, and transformations of random variables; multivariate distributions, sampling distributions, central limit theorem and law of large numbers.

Prerequisite(s): MATH 227

ST555 Math Statistics II

Hours 3

Theory of order statistics, point estimation, interval estimation, and hypothesis testing.

Prerequisite(s): ST 554

ST560 Statistical Methods

Hours 3

Statistical methods for summarizing data; probability; common probability distributions; sampling and sampling distributions; estimation and hypothesis testing for means, proportions, and variances using parametric and nonparametric procedures; power analysis; goodness of fit; contingency tables; and simple regression and one-way analysis of variance.

ST561 Applied Design Expermnts

Hours 3

An introduction to the design and analysis of experiments. Topics include factorial, fractional factorial, block, incomplete block, and nested designs. Other methods discussed include Taguchi Methods, response surface methods, and analysis of covariance.

Prerequisite(s): GES 400 or GES 500 or BER 540 or POPH 422 or POPH 522 or ST 509 or ST 550 or ST 560

ST580 Analytics Capstone I

Hours 3

The study and application of advanced analytics applications. Students design, construct, test, and present applications to solve real-world analytics problems.

Prerequisite(s): Admission into the Masters of Science in Business Analytics (MSBA) program. MIS 501 and MIS 502

ST581 Analytics Capstone II

Hours 3

The study and application of advanced analytics application. Students design, construct, test, and present applications to solve real-world analytics problems.

Prerequisite(s): ST 580

ST591 Independent Study

SP

Hours 3

No description available

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Special Topics Course

ST592 Internship

Hours 3

No description available

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ST597 Special Topics

SP

Hours 1-6

No description available

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Special Topics Course

ST603 Advanced Inference

Hours 3

A continuation of ST 555, with emphasis on the general theory of estimation and hypothesis testing and large sample distribution theory.

Prerequisite(s): ST 555

ST610 Linear Models

Hours 3

Gauss-Markov Theorem, solution of linear systems of less than full rank, generalized inverse of matrices, distributions of quadratic forms, and theory for estimation and inference for the general linear model.

Prerequisite(s): ST 555

ST615 Theory Of Regression

Hours 3

Theory of the general linear regression models and inference procedures, variable selection procedures, and alternate estimation methods including principal components regression, robust regression methods, ridge regression, and nonlinear regression.

Prerequisite(s): ST 610

ST635 Nonparametric Statistics

Hours 3

Theory and applications of various nonparametric statistical methods are covered for one-sample, two-sample, and multi-sample problems. Goodness of fit techniques such as Chi-square and the kolmogorov-Smirnov test are covered along with graphical analysis based on P-P and Q-Q plots. Computer software such as MINITAB, SAS, and STATXACT are used.

Prerequisite(s): ST 555 and ST 560

ST640 Statistical Computing

Hours 3

Topics include a survey of current statistical software, numerical methods for statistical computations, nonlinear optimization, statistical simulation, and recent advances in computer-intensive statistical methods.

Prerequisite(s): ST 540 and ST 555

ST645 Advanced Statistical Learning

Hours 3

This course offers theory, methodology and applications of modern statistical learning tools.

Prerequisite(s): ST 552, ST 553, and ST 554 Matrix algebra, Multivariate calculus, Statistical methods, Applied Multivariate Methods or permission of instructor.

ST695 Applied Statistics Seminar

Hours 1-3

This course provides a learning environment for students to explore, discuss, and interpret various research areas and trends in statistics. Provides students with opportunity for critical inquiry into areas of specialized research interests associated with doctoral-level research in Applied Statistics.

Prerequisite(s): Students must have been admitted to the Applied Statistics PhD program. Exceptions to this requirement must have coordinator approval.

ST697 Special Topics

SP

Hours 1-6

Special topics in statistics.

Special Topics Course

ST698 Research In Statistics

Hours 1-6

Open only to graduate students nearing completion of coursework. Independent study and investigation of specific problems for advanced students of statistics.

ST699 Dissertation Research

Hours 1-12

No description available

College of Communication & Information Sciences Courses

APR522 Media Strategy and Analytics

Hours 3

This course is designed to provide students with the knowledge and skills to use research to select appropriate media channels to communicate to stakeholders. Students will learn to create media briefings and plans for persuasive communication campaigns that include data-driven recommendations. Students will also learn how to retrieve, assess and visualize social media and web analytics.

APR523 Media Relations

Hours 3

This course is designed to provide students with the knowledge and skills to manage relationships with media gatekeepers in order to facilitate communication through their channels, including media selection, build relationships with gatekeepers, and interacting with the media through interviews and press conferences. Students will also learn how to track and analyze media coverage and sentiment using online tools.

APR524 Reputation Communication Strategy

Hours 3

This course is designed to introduce students to the practice of managing integrated communication to build, maintain and repair an organization's reputation. Emphasis will be placed on issues and risk management, corporate social responsibility, cause-related marketing, advocacy advertising and crisis communication.

APR525 Brand Communication Strategy

Hours 3

This course is designed to provide students with an introduction to branding from a marketing perspective, and how integrated communication is used to communicate a brand's identity to build, manage and protect brand equity. Emphasis will be placed on brand assessment, brand positioning, audience selection and the marketing promotional mix.

APR531 Creative Workshop I: Concepting

Hours 4

Students develop ideation skills and professional identities as either art directors or writers. Students acquire techniques and develop personal discipline inherent to the generation of novel, sophisticated creative work.

APR532 Creative Leadership

Hours 3

This seminar course is devoted to the exploration of leadership theories, strategies, and practices as they relate to supporting and enhancing the creative process within the advertising industry.

APR533 Creative Workshop II: Copywriting

Hours 3

For aspiring writers, this course offers an intensive exploration of the craft across a variety of genres. Students gain an understanding of the power of words and the use of distinctive voices, with implications for strategic advertising copywriting. Students are also expected to research and write creative briefs.

APR534 Creative Workshop II: Art Direction

Hours 3

For aspiring art directors, this course offers an in-depth examination of formal graphic design principles and their application in advertising via lectures, reading assignments and projects. Topics include color theory, typography, and layout as well as applied skills associated with an art director's daily work.

APR535 Portfolio I

Hours 4

This workshop course is devoted to the development and execution of portfolio pieces reflecting the pursuit of sound strategic and conceptual thinking. Student work is reviewed by a jury of creative professionals at an end-of-semester critique.

APR536 Portfolio II

Hours 4

This workshop course is devoted to the continued development and professional-level execution of a complete advertising portfolio reflecting mastery of strategic and conceptual thinking. The course also covers job search strategies and personal branding.

APR541 Digital Communication Strategy

Hours 3

This course introduces students to the core theoretical and practical approaches to managing social and digital media. Students will begin learning a skill set based on the demands of current industry practice that will allow them to strategically manage digital communications for organizations.

APR542 Writing for Digital Communication

Hours 3

This course is designed to provide students with skills and concepts to effectively create content across digital media platforms. Students will be introduced to frameworks and practices on content creation and strategy, along with tools on how to drive the development of future content through analytics. Emphasis will be placed on creating engaging content for target audiences that is written clearly and accurately.

APR543 Advanced Digital Marketing

Hours 3

This workshop-style course is designed to provide students with advanced practical, theoretical and analytical knowledge and skills required to successfully develop, monitor, and execute digital communication campaigns. Students will build upon their already-acquired skill set based on the demands of current industry practice. This course is a combination of lectures and exercises where strategic thinking, attention to detail and creative problem solving are crucial.

APR550 Analysis and Insights

Hours 3

This course is designed to provide students with the knowledge and skills necessary to plan and analyze secondary, qualitative and quantitative data to draw meaningful academic and/or industry conclusions, monitor and measure outcomes of communication efforts, and present and visualize data proficiently.

APR551 Foundations of Integrated Communication

Hours 3

This course is designed to provide students with an understanding of the fundamental theories and concepts that drive the research and practice of advertising and public relations and how to apply those theories and concepts for academic and industry inquiry.

APR552 Quantitative Research Methods

Hours 3

This course exposes students to the main quantitative research methods required for analysis in social scientific research, whether academic or applied. Students learn the main quantitative methodological approaches from the field of communications, and also provides essential skills required for analyzing and tackling major research issues.

APR570 Ethics and Professional Leadership

Hours 3

This course will teach students the process to become an effective, ethical leader in advertising and public relations agencies and departments. It explores such topics as: ethical theories and standards in advertising and public relations; ethical leadership and the role of ethical decision making; leadership and working styles; the roles and responsibilities of effective leaders and their development process; as well as issues and trends in communications.

APR582 APR Management

Hours 3

Problems and decision-making processes involved in the management of advertising and public relations programs and organizations.

APR583 Analysis and Insights II

Hours 3

This course is the second part of a two semester course designed to provide students with the knowledge and skills necessary to plan and analyze secondary, qualitative and quantitative data to draw meaningful academic and/or industry conclusions, monitor and measure outcomes of communication efforts, and present and visualize data proficiently. This course includes an introduction to social and digital media analytics.

Prerequisite(s): APR 550

APR584 Computational Research Methods

Hours 3

This course is designed to provide students with exposure to and the ability to enact computational approaches to research. It will introduce students to methods of data collection, management, analysis, and visualization using Python, arguably the most widely used general programming language for computational research, and R, a dedicated interface for computational data analysis. These two resources jointly represent the state of the art for computational research today.

APR590 Special Topics

SP

Hours 3

The practice of developing ideas and creative strategies for professional evaluations about design and its application. Each student prepares a portfolio.

Special Topics Course

APR593 Global Communication Management

Hours 3

This industry-driven course is designed to provide students with the skills necessary to lead persuasive communication departments and agencies effectively on an international scale. Emphasis is placed on understanding how to use critical thinking and problem solving to make ethical, cultural, financial and personnel decisions that affect multi-market organizations.

APR594 Comprehensive Exam Preparation

Hours 3

This course is designed for graduate students who have chosen to complete the comprehensive examination as their capstone experience for the degree.

APR596 Independent Study Research

SP

Hours 1-3

This independent study course is designed to allow students to pursue independent exploration of a particular field or topical area, under the guidance of an advisor. Material covered will be of an advanced nature aimed at providing students with an understanding of current developments within the field. Discussion and advisor guidance will be focused on readings and methodologies that allow students to develop their research capacity, independent thought, and the ability to interpret professional and/or research materials in their field.

Special Topics Course

APR597 Campaign Research and Planning

Hours 3

Research and planning to develop an integrated communication campaign for a specific organization. This is the preparation stage for the campaign planbook prepared by the student for APR 598.

APR598 Industry Project

Hours 1-12

Development and presentation of an integrated communication plan or applied research project for a specific organization under the supervision of an instructor of record or committee. Integration of theory, concepts, and techniques in a complete communication program.

APR599 Thesis Research

Hours 1-12

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in advertising and public relations. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

BA501 Materials and Techniques of Bookbinding

Hours 3

This course is an introduction to the fundamental materials and techniques of traditional bookbinding, with an emphasis on equipment, material properties, and the development of strong foundational hand skills. Through readings and hands-on assignments, students will gain an understanding of the properties inherent in common bookbinding materials and how to use them for high quality work. Several book structures, decorative paper, and fabric techniques will be covered. In addition to the development of good hand skills and proper use of materials, students will look at aesthetic issues concerning book construction.

BA502 Beyond Letterpress: Print processes for Book Arts

Hours 3

This studio course will serve as an introduction to the theories, conceptual concerns, and processes used in contemporary printmaking. Students will gain hands-on experience with processes that are pervasive in twenty-first century print media and book objects, including drypoint etching, monotype, collagraph, screenprinting, and waterless lithography. The goal is to develop knowledge of analog printmaking methods that still permeate visual culture through the production of fine art objects, books, clothing, and advertisements to name a few. At the conclusion of this course, students will have developed a small portfolio of prints and acquired sufficient knowledge to continue practicing the processes that will be surveyed.

BA503 Intro to Collections Care and Book Repair

Hours 3

Preservation is a broad term that encompasses activities that prolong the existence of cultural property, prevent loss of informational content, and minimize deterioration and damage. This course will introduce students to preservation practices specific to paper-based collections care. Through an exploration of issues surrounding handling and storage, damage assessment, and basic book repair techniques for circulating library and archive collections.

BA504 Art and Culture of Zines

Hours 3

A zine is a low-cost, self-published work intended for quick dissemination within a community. Zines have been produced for many reasons, including sharing particular knowledge, the preservation of minority and marginalized interests, and the expression of personal narratives. This course introduces the history, culture, and practice of zine production. A variety of zine structures and techniques will be covered. Readings will position the zine in the larger context of self-publishing as community action.

BA505 Introduction to Digital Design

Hours 3

This course is an introduction to the software and design principles that undergird the production of books and other printed material. Students will gain fundamental skills in critical desktop publishing software. Readings, design assignments, critique, and discussion will provide a grounding and context for the digital design of books and printed material.

BA510 The Whole Book: An Introduction to Letterpress and Bookbinding

Hours 3

This course is an introduction to the fundamentals of bookbinding and letterpress printing, with an emphasis on the unique conceptual and narrative potentials of the book form. Content generation and design will be explored alongside instruction about studio equipment, studio practice, and the fundamental techniques and materials used in hand book work. Through readings and studio assignments, students will learn about type setting, registration, imposition, and press operation. A variety of book structures that support the creation of artist books will be explored.

BA520 Elements of Letterpress Printing

Hours 3

This course is devoted to the fundamentals of letterpress. Students will develop fine craft skills in a studio environment. Through hands on assignments, students will be introduced to hand setting type, press operation, and image making techniques. They will learn fundamental terminology, gain an understanding of the interaction of type, ink, and paper, and develop familiarity with the equipment. The emphasis is on fine printing and relief image making.

BA521 Letterpress and the Printed Book

Hours 3

Students in this course will build on their skills on the press through the production of two assignments, culminating in the design and production of a book project. This course is focused on typographic design, the intersection of text and image, and press work. Readings and discussions in this course will focus on typography and the hierarchy of information in the book format.

Prerequisite(s): BA 520

BA522 Advanced Projects in Letterpress

Hours 1-6

This course is devoted to book production. Students in this course will produce and refine a series of mockups before embarking on the production of an ambitious book project. Readings, discussions, and visits to special collections will help direct the course. Individual projects will be a catalyst for the refinement of skills on the press, including the production and use of polymer plates, setting type, press operation, and maintenance. A minimum of 3 credit hours is required when taken for the first time. After the initial 3 credits the course can be taken for variable credit and will contain unique content not covered in the initial 3 credit hours.

Prerequisite(s): BA 520 and BA 521 or instructor permission

BA523 Artist Book and Fine Press Publishing

Hours 1-6

Students in the course will design and produce an ambitious, letterpress-printed book project. Students will refine their skills on the press as well as develop tactics for disseminating their work. A book produced in this course can be a stepping stone towards a career in book arts. Discussion and critique are foundational to this course. Class time will be spent on troubleshooting project issues, creating budgets for book projects, and developing an online presence for the marketing of books. A minimum of 3 credit hours is required when taken for the first time. After the initial 3 credits the course can be taken for variable credit and will contain unique content not covered in the initial 3 credit hours.

Prerequisite(s): BA 520, BA 521, BA 522 or instructor permission

BA524 Artist Books

Hours 3

This course is devoted to the history, context, and production of artist books. It is also an opportunity to develop a habit of creativity. We will use the power of sequence and innovative book structure to complicate and deepen our creative work. Since the end of the 19th century, a wide spectrum of artists enlisted the form of the book as a means of creative expression. In this course, we will engage in creative mark-making, writing assignments, content-generation exercises, and bookbinding to facilitate the creation of a series of artist book projects. Our book production will be supplemented by readings and visits from guest artists and special collections librarians in order to provide a broad context for artist books. Books are interdisciplinary by nature, and this course can complement a wide range of interests, including photography, printmaking, painting, creative writing, architecture, libraries, graphic design, art history, zines, graphic novels, and many other topics.

BA530 Elements of Bookbinding

Hours 3

Drawing upon both the historic and contemporary Western bookbinding traditions, this course is an initiation into fundamental binding forms, techniques, materials, and design. Through the construction of a series of cloth and paper structures, students will gain an understanding of the properties inherent to the materials and how they work in the context of bookbinding. In addition to the development of good hand skills and proper use of materials, aesthetic and design issues concerning book construction will be addressed.

BA531 Fundamentals of Case Binding and Edition Work

Hours 3

An introduction to the materials and techniques of case bookbinding. Students will continue to refine the fundamental binding skills acquired in BA 530, while being introduced to more advanced materials techniques. Case bookbinding and custom built enclosures will be constructed using paper, cloth, and leather. Students will gain a comprehensive understanding of these skills necessary for completing both one-of-a-kind and edition work.

Prerequisite(s): BA 530

BA532 Leather Bound Books

Hours 1-6

An introduction to the materials and techniques of leather bookbinding along with the principles of conservation treatments as they relate to the processes of rebinding. Students will study the methods of production of animal skins for book making, the qualities of these skins, and their identification. Instruction in the use of leather-working tools, advanced case binding techniques, and in-board binding construction will be introduced. A strong emphasis will be placed on paper mending, forwarding techniques and leather preparation. A minimum of 3 credit hours is required when taken for the first time. After the initial 3 credits the course can be taken for variable credit and will contain unique content not covered in the initial 3 credit hours.

Prerequisite(s): BA 530 and BA 531 or instructor permission

BA533 Advanced Specializations in Bookbinding

SP

Hours 1-6

This course is devoted to advanced techniques in hand bookbinding. Students will refine their binding skills while exploring methods for fine and design work. Readings and discussions will focus on sound binding practices, and the examination of both historic and contemporary book construction and design. An advanced final project will allow students to demonstrate their mastery of the materials and techniques presented in the binding I-IV course sequence. After the initial 3 credits the course can be taken for variable credit and will contain unique content not covered in the initial 3 credit hours.

Prerequisite(s): (BA 530, BA 531, AND BA 532) OR instructor permission

Special Topics Course

BA534 Boxmaking

Hours 3

An exploration of traditional and experimental forms of boxes and other protective enclosures for books. Boxes serve both aesthetic and functional purposes: they house, protect, and present their contents. Students will learn box making techniques such as measuring, fitting, covering, and casing; these will be considered also in connection with more complex components like partitioning and layering. We will discuss aesthetics in the context of overall design as well as selection of materials and structures appropriate for specific applications.

Prerequisite(s): BA 530

BA541 History and Techniques of Hand Papermaking

Hours 1-3

Provides hands-on experience in the fundamentals of making traditional Western-style handmade papers using a variety of fibers. The objective is to produce reference samples of various kinds of sheets, as well as edition sheets of papers for book or art-making purposes. After the initial 3 credits the course can be taken for variable credit and will contain unique content not covered in the initial 3 credit hours.

BA542 Contemporary Topics in Hand Papermaking

Hours 1-6

This course will focus on creative processes unique to hand papermaking that stemmed from developments and innovations in the field since the 1950s. Through lectures, readings, and projects, students will gain an understanding of paper as an activated entity that can stand alone or be integrated with other media in meaningful ways. Students will refine and expand on Western sheet formation skills through hands-on experience with processes such as pigmenting, pulp painting, and blowout. After the initial 3 credits the course can be taken for variable credit and will contain unique content not covered in the initial 3 credit hours.

Prerequisite(s): BA 541 or instructor permission

BA592 Graduate Seminar

Hours 3

Through brainstorming, discussion, and writing, students in this course will develop the concept of and proposal for their Creative Thesis Project for the MFA Book Arts degree. This course will also guide students through the development of CVs, artist statements, workshop proposals, and a digital portfolio. A significant portion of the course will involve speaking to individuals practicing in the field and developing strategies for the business side of working as an artist. This course may be repeated for a maximum of six credit hours.

BA593 Workshops In Book Arts

SP

Hours 1-3

Workshops covering all subjects in the book arts, held both on and off campus.

Special Topics Course

BA594 Pract Teaching Book Arts

SP

Hours 1-3

Practical experience teaching introductory courses in printing, binding, and other appropriate book arts.

Special Topics Course

BA595 Independent Project

SP

Hours 1-6

Provides an opportunity for the student to pursue independently a project in the book arts.

Special Topics Course

BA596 Dir Research Book Arts

SP

Hours 1-6

Provides an opportunity for an intensive investigation of both historical and technical studies of a book-arts craft.

Special Topics Course

BA597 Internship

Hours 1-6

A direct learning experience in a studio of a professional book artist.

BA599 Creative Thesis Project

Hours 1-12

The capping experience of the MFA in the book arts program is the creative project, thesis, and exhibition. Working with a faculty advisor, the candidate develops a project that demonstrates a deep understanding of the craft and the aesthetic, historic, and critical contexts of the book; to establish technical expertise; and to work independently.

CIS601 Proseminar In Pedagogy

Hours 1

This proseminar helps doctoral students explore methods and effective practices of teaching at the university level. Students examine how to employ different teaching modalities in an effort to engage students. Students discuss the varying teaching demands associated with class design (small classes, large lectures, and online courses). Students learn how to clearly communicate course expectations, deal with potential conflict, and construct and maintain a high level of professionalism. This one-hour proseminar builds on and extends the coverage of pedagogy provided in CIS 610 Foundations of Doctoral Study. It is recommended only for students who have completed CIS 610.

CIS603 Quantitative Research Methods

Hours 3

The course provides detailed study of quantitative research methods appropriate to the various areas of study in communication and information sciences.

CIS604 Mass Communication Theory

Hours 3

This course is a survey of the foundational theories of mass communication and media processes and effects.

CIS605 Cultural and Critical Theory in Communication

Hours 3

Survey of foundational cultural and critical theories in communication.

CIS606 Knowledge & Information Theory

Hours 3

This course offers a survey of theoretical developments in the study of knowledge and information.

CIS607 Theory Constructn Epistemolgy

Hours 3

This course provides detailed study of the philosophical foundations of theory construction and current issues in theories of the nature of knowledge.

CIS608 Qualitative Research Methods

Hours 3

This course is an introduction to qualitative research methods in communication, yet with a doctoral level of sophistication and expectations. The aim is to introduce students to all primary forms of qualitative methodologies from a social science perspective; however, each method or approach described could easily be the subject of a course itself.

CIS609 Humanistic Research Methods

Hours 3

Founded on a logical conceptualization of knowledge creation, this course surveys eight modes of knowing in the humanities: philological interpretation, phenomenological interpretation, explanatory history, narrative history, aesthetic/technical criticism, cultural criticism, theoretical analysis, and theoretical synthesis. Treatment of modes includes investigation of theories and examination of applications. The course is designed to support disciplinary research and publication by participants.

CIS610 Foundations of Doctoral Study in Communication & Information Sciences

Hours 3

Students develop familiarity with college graduate faculty members, their professional lives, teaching specialties, research interests, and service involvements. Students become familiar with the norms of doctoral life. Students develop their own unique approach to research, teaching, and service in the context of their area of expertise.

CIS650 Seminar: Communication & Information Sciences

SP

Hours 3

Topics vary. Course supports research in areas appropriate for advanced study and original research in communication and information sciences. Depending on the interests of participants and on the topic of the seminar, students may conduct research individually or may work together on research projects. May be repeated.

Special Topics Course

CIS651 Interpersonal Approaches to Health Communication

Hours 3

This graduate seminar explores the major interpersonal issues related to health communication, focusing on both classical and contemporary perspectives.

CIS652 Sem Culture Criti Rhetor Stdy

SP

Hours 3

The examination of a wide range of mediated texts through the intersecting perspectives of cultural, critical and rhetorical analysis.

Special Topics Course

CIS656 Electronic and Contemporary Publishing

Hours 3

Focuses on both scholarly and commercial networked digital publishing within the context of the information cycle and information chain from the vantages of contemporary publishing and communication. The course is concerned with the numerous and varied problems/opportunities of electronic publishing and the accompanying paradigm shifts.

CIS657 Communication and Culture

Hours 3

This course provides an overview of foundational theoretical and research perspectives focusing on communication and culture from functionalist (post-positivist), interpretive, and critical perspectives. Students study intercultural communication theories addressing the relationship between culture and communication, including theories related to identity (including race, gender, nationality, etc.), face negotiation, transitions and adjustment, pedagogy, and intercultural alliances.

CIS659 Health Information Seeking

Hours 3

Explores the major theories and issues related to health information seeking, focusing on the roles of mediated and interpersonal communication in seeking, understanding, and sharing health information.

CIS660 Interpersonal Communication Theory

Hours 3

This graduate course presents a focused investigation of communication in close personal relationships, with primary emphasis on foundational theories and concepts of relational communication.

CIS662 Mediated Interpersonal Communication

Hours 3

This graduate seminar provides an overview of research in foundational and contemporary mediated interpersonal communication relations, reviewing modern conceptions of interpersonal relationships, communication, and mediated communication from a wide breadth of disciplines.

CIS663 Deception

Hours 3

This course is designed to introduce students to research in interpersonal deception and to acquaint students with deceptive verbal and nonverbal behaviors and their motives and consequences, as well as with the research that has explored deception detection strategies.

CIS664 Health Communication Campaigns

Hours 3

This course covers the process of promoting health by disseminating messages through mass media, emergent media, and interpersonal communication. It covers the role of campaign designers in assessing consumer health needs and communication behaviors and in planning, implementing, and assessing campaigns.

CIS665 Seminar in Communication Message Analysis

SP

Hours 3

Topics may vary. Study and analysis of the development and management of communication institutions and their place in society. May be repeated.

Special Topics Course

CIS666 Information Policy

Hours 3

Theoretical and research perspectives on information policy, the set of interrelated principles, laws, and regulations guiding the oversight and management of the information lifecycle through its production, collection, distribution, use, and preservation.

CIS667 Persuasive Communication

Hours 3

Study and analysis of the persuasive function of communication through theoretical and/or strategic approaches. May be repeated.

CIS668 Social Justice and Inclusion Advocacy

Hours 3

Theoretical and research perspectives in social justice and advocacy in information studies and related information disciplines. This course explores information structures, contexts, technologies, institutions, and policies as structures and sites of power that shape inequalities. Students investigate what socially-just outcomes and interventions might look like for communities, institutions, and individuals in the information studies context.

CIS669 Special Topics in Visual Communication

SP

Hours 3

This seminar course will overview widely used and emerging theories employed in the study of applied communication. The course will consider the implication of theory in designing and conducting research in visual communication.

Special Topics Course

CIS670 Health and Mass Media

Hours 3

This course covers basic concepts of health communication within a mass communication and communications context. It covers methods and theories used to study health communication, the effects of health messages in the media, the content of health messages in the media, influences on conceptions of health and illness, and crisis communication in a health context.

CIS671 Public Opinion

Hours 3

Study and analysis of the formation and expression of public opinion and its relation to communication. May be repeated.

CIS672 Media History

Hours 3

Historical investigations of communication through descriptive, evaluative, critical, and/or archival approaches.

CIS673 Political Communication

Hours 3

This course examines the content, processes, and effects of communication within the American political system with a focus on the roles of human communication and media production and use. Students will learn about foundational theories and research central to political communication and consider normative theories of deliberative systems, the political economy of media and politics, and the complex relationship between media content and individual attitudes and behaviors. Students will critically examine the role of communication technologies in shaping political communication and civic life within today's hybrid media system.

CIS674 Sports Media

Hours 3

Surveys the history and present landscape of sports media research. Students will read and critique existing published research while also learning how to conduct and advance original research in the topic area.

CIS675 Community-Engaged Scholarship

Hours 3

This course introduces students to theoretical and applied community-based frameworks and approaches from the social sciences and allied disciplines to transform the “ivory tower” image of the academy. Students apply the philosophy and practice of community-engaged scholarship in community-based projects and gain experience collaborating with external constituencies. Students pursue opportunities to disseminate their research in professional venues of peer-reviewed publications and presentations.

CIS677 Media Sociology

Hours 3

Theoretical and research approaches to the sociological study of media production. Students explore and analyze the many contexts that shape media practices and media content, including: political and economic systems and institutions; media organizations, professions and technologies; and human cultures and communities.

CIS679 Computational Research Methods

Hours 3

This course introduces basic computational approaches for social scientific research, emphasizing the use of R and Python to collect, organize, and analyze data. Students will learn how to create and manipulate variables, use conditional statements and functions, obtain descriptive statistics, develop a variety of visualizations, and perform both quantitative and qualitative analyses.

CIS680 Seminar in Media Processes and Effects

SP

Hours 3

Covers widely used and emerging theories employed to understand media processes and effects. Considers the implications of theory in designing and conducting research in media processes and effects. Topics vary depending on the interest of the participants and on the topic of the seminar. This course may be repeated.

Special Topics Course

CIS681 Advanced Quantitative Research Methods

Hours 3

Provides students an opportunity to understand and use advanced quantitative research methods widely used in the communication and information science disciplines.

CIS682 Seminar in Applied Communication

SP

Hours 3

Covers widely used and emerging theories employed in the study of applied communication. Considers the implication of theory in designing and conducting research in applied communication. Topics vary depending on the interest of the participants and on the topic of the seminar. This course may be repeated.

Special Topics Course

CIS683 Advanced Topics in Media Processes and Effects

SP

Hours 3

Covers topics especially relevant in the current academic study of media processes and effects, typically focusing on a single theoretical or contextual issue. Topics vary depending on the interest of the participants and on the topic of the course. This course may be repeated.

Special Topics Course

CIS684 Advanced Topics in Applied Communication

SP

Hours 3

This seminar covers specific topics relevant to the current academic study of Applied Communication, typically focusing in-depth on one theoretical or contextual aspect. Topics will vary by semester.

Special Topics Course

CIS697 Directed Research

SP

Hours 1-3

This independent study course is designed to allow doctoral students to pursue independent exploration of a particular field or topical area, under the guidance of an advisor. Material covered will be of an advanced nature aimed at providing students with an understanding of current developments within the field. Discussion and advisor guidance will be focused on readings and methodologies that allow students to develop their research capacity, independent thought, and the ability to interpret professional and/or research materials in their field.

Special Topics Course

CIS699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral-level research dissertation hours toward the Ph.D. degree in Communication and Information Sciences. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a preexisting topic in the field.

COM500 Introduction to Graduate Studies

Hours 1,3

This course is an introduction to graduate level learning in the discipline of Communication Studies. The primary goal is to provide new graduate students with an orientation to the discipline and the department. This course provides a broad introduction to the various topics and approaches of studying communication, including the metatheoretical principles guiding knowledge production. As such, students will be introduced to theories and concepts of Communication, as well as how these can be applied to understand phenomena across various contexts. Another goal of the course is to prepare students for success in graduate studies by reinforcing skills such as critical reading, writing, information gathering, syntheses, and presentation. The course covers program requirements, degree completion options, and professional development within and outside academia.

COM501 Introduction to Teaching Public Speaking

Hours 1

The primary goal of this course is to facilitate the instruction of COM 123 Public Speaking. Graduate students enrolled in this course will provide lesson plans for their classes and discuss options for improving classroom learning.

COM505 Introduction to Teaching in Communication Studies

Hours 1

The primary goal of this course is to facilitate the instruction of general education courses in Communication Studies. Graduate students enrolled in this course will provide lesson plans for their classes and discuss options for improving classroom learning.

COM510 Comprehensive Examination Preparation

Hours 3

This course is designed for graduate students in their final semester of study who have chosen to complete the comprehensive examination as their capstone experience for the degree.

Prerequisite(s): COM 550, COM 548, OR ADVISOR APPROVED ALTERNATIVE METHODS COURSE

COM513 Communication & Diversity

Hours 3

Study and analysis of issues of diversity as they relate to groups in society and in communication fields. Emphasis is on the media's treatment of various groups in society. Approved as a communication and culture elective.

COM522 Communication and the Law

Hours 3

This course introduces ancient rhetorical origins shared by communication and the practice of law and examines how contemporary communication theory informs the way legal systems work today. Students are given the opportunity to investigate a specific legal practice or phenomenon through the application of communication theory.

COM524 Communication & Forensics Pedagogy

Hours 3

This class explores the relationship between forensics and academia, investigating the placement of competitive forensic activities within specific academic departments, the development of strong, competitive programs through responsible coaching, and the application of forensics experience beyond the competitive environment.

COM525 Gender & Political Communication

Hours 3

Study of the impact of gender on political communication activities. Topics include gender differences in political messages and voter orientation, masculine ideals of leadership, women's roles and advancement in the political sphere, and media representations.

COM536 Independent Study

SP

Hours 1-3

Individualized research under graduate faculty supervision. Students who want to include this course in their Plans of Study to complete degree requirements must secure official approval from their faculty advisor and the department. No more than three hours of independent study may be applied toward degree requirements for the M.A. in Communication Studies.

Special Topics Course

COM541 Contemporary Rhetorical Theory

Hours 3

A survey of major contributions to rhetorical theory from the 20th century up to the present.

COM545 Classical Rhetorical Theory

Hours 3

A systematic inquiry into the development of Greek and Roman rhetorical theory during the classical period (ca. 480 B.C.E. 400 C.E.).

COM548 Seminar in Rhetorical Criticism

Hours 3

An examination of various methodological perspectives of rhetorical criticism. Specifically, the course aims to familiarize students with both traditional and alternative critical methods and to encourage students to perceive the rhetorical dimensions of all manner of public discourse, ranging from speeches, advertising, film, popular music to discursive forms in new media and the Internet.

COM550 Qualitative Research Methods in Communication

Hours 3

An introduction to qualitative research methods in communication, including data collection and analysis. The goals of the course are to provide exposure to a broad array of qualitative methods, help students learn to use some of these methods, and to help them to understand the role of research in our field. The course is designed to help student actually conduct research, resulting in two conference-worthy papers.

COM551 Instructional Communication: Theories & Practice

Hours 3

This course explores the theories, research, and practice that identify communication skills and competencies in the educational setting.

COM555 Conflict and Negotiation

Hours 3

Negotiation is fundamentally a communicative activity. The main objective of this course is to understand processes of formal conflict management in mixed motive settings. Students will apply negotiation theory and skills to simulated negotiation cases that include buyer-seller transactions, negotiating through an agent or mediator, salary negotiations, deal making, resolution of workplace disputes, multiparty negotiations, international and intercultural negotiations, and ethical decision making and communication in negotiation. The skills and theory introduced in this course will help students manage integrative and distributive aspects of the negotiation process to achieve individual and collective goals.

COM560 Group Leadership

Hours 3

An advanced study of small-group behavior, examining in detail theories of leadership as they relate to problem solving in group situations.

COM561 Human Communication Theory

Hours 3

A detailed review of selected theories of speech communication with a focus on the critical examination of the foundation of social scientific theories.

COM563 Relational Communication

Hours 3

Focused investigation of to communication in close personal relationships, with primary emphasis on contemporary concepts and theories of romantic relationships and friendships.

COM565 Intercultural Communication

Hours 3

Survey and analysis of major concepts, theories, and research dealing with communication between people of different cultural backgrounds in multicultural and international settings.

COM567 Seminar in Public Address

SP

Hours 3

A topical consideration of individual case studies from public discourse, designed to probe problems of the nature of the audience, the ethics of persuasion, and the power of public advocacy in mass society. Topics may vary.

Special Topics Course

COM570 Foundations in Health Communication

Hours 3

This course focuses on the foundations for studying communication occurring in the professional and everyday practices of health and healing, including patient-provider relationships, health education, health care organizations, health and the body, and other political, cultural, and material forces that influence how we make sense of health.

COM571 Organizational Communication

Hours 3

An introductory examination of historical and contemporary issues in organizational communication scholarship from a variety of theoretical and methodological perspectives.

COM572 Organizational Assessment/Intervention

Hours 3

Examines the theoretical issues inherent in the study of organizational communication, the primary factors requiring assessment and intervention, the impact of on-going changes and new information techniques, current challenges facing the organizational consultant, and the practical application of communication processes for improving organizations.

COM573 Methods of Community Engagement

Hours 3

This course studies the communicative processes and strategies for engaging with community stakeholders through research and experiential learning. Students are placed in an environment to practice application of these methods, to learn firsthand the effects of engagement communication models, and to experience the community building possible through careful communication.

COM575 Technology, Culture, and Human Communication

Hours 3

Study of the complexity of technologically-mediated communication across cultures. This course combines literature and concepts from intercultural communication with human communication and technology and addresses the challenges of interacting with others via technology, working in global virtual teams and organizations, and participating as a citizen and consumer in the technology age.

COM578 Critical Autoethnography

Hours 3

This course examines autoethnography as perspective, method, and content area, concentrating on writing as a method of knowing that privileges lived experience.

COM580 Capstone Seminar

Hours 3

This course gives students opportunities to demonstrate learning by interpreting, synthesizing, and integrating their knowledge from previous coursework in communication studies. This course serves as a culminating experience and should be taken during the last term of students' program of study.

Prerequisite(s): COM 550

COM590 Internship

Hours 1-3

Proposal for supervised field experience in communication studies must be submitted and approved.

COM595 Special Topics

SP

Hours 3

Topics vary by instructor.

Special Topics Course

COM598 Professional or Creative Project

SP

Hours 3

MA students in Communication Studies who elect the Professional Plan II Option may earn 3 hours credit for completing a research or creative project.

Special Topics Course

COM599 Thesis Research

Hours 1-6

No description available

JCM500 Orientation to Graduate Studies

Hours 1

This course introduces students to graduate study and sets the stage for the remainder of their coursework. Students learn about research in journalism and media studies, and they become familiar with the department faculty's interests and expertise. Students will develop an overall research question and begin to work on a topic proposal.

JCM501 Media Production Tools

Hours 3

Instruction in and critical analysis of communication technologies used in the production of community journalism.

JCM502 Producing Community Journalism

Hours 3

This course focuses on gathering, writing, editing, and presenting of news and information across media platforms.

JCM511 Depth Reporting

Hours 3

This course entails reporting and writing in-depth news and feature stories for publication in print and online. Students learn advanced techniques in information gathering and non-fiction writing. Deadline reporting and writing skills are addressed, as well.

JCM512 Seminar in American Cinema

Hours 3

The analysis of American cinema—focusing on three critical methods: genre study, authorship (the auteur theory), and the star system.

JCM517 Advanced Sports Writing & Reporting

Hours 3

Advanced techniques in reporting and writing for sports media, as well as ethical and societal implications of sports journalism.

Prerequisite(s): None – graduate student standing.

JCM520 Media Effects

Hours 3

Theoretical study of individual and societal effects of media, including the impact and influence on attitudes and cultural beliefs.

JCM522 Science and Environment in Popular Media and Culture

Hours 3

Students apply theoretical perspectives useful in understanding the role of entertainment media in public engagement with science. This course foregrounds the role of storytelling in science and environmental communication in both contemporary and emergent media.

JCM533 Journalism and Emergent Media

Hours 3

This course examines how emerging media have and are evolving the relationship between journalism/mass media and society. From primarily a social scientific perspective, this course addresses key theories and issues relevant to journalism's ongoing shift to the digital world.

JCM535 Sports Documentary

Hours 3

The course will give students a better understanding of the theory and practice of sports documentary production. Students will research and create mini-documentaries on sport-related topics.

JCM536 Teaching Multimedia News

Hours 3

This course is designed to give students an overview of journalism and the process and pedagogy of instructing K-12 and college journalism classes.

JCM542 Advanced Magazine Writing

Hours 3

This course focuses on writing and editing of long-form articles for publication in print and online depth magazines. Students learn advanced narrative non-fiction writing techniques and how to gather information for longer feature stories.

JCM544 Data Journalism

Hours 3

The course will teach students to tell stories using data and visualization techniques. The course will cover a variety of topics in pursuit of this goal, including data collection, data cleaning and manipulation, basic statistics, and data visualization.

JCM545 Feature Writing in the Digital Age

Hours 3

Advanced techniques in writing and editing feature articles for publication across media outlets. Students will learn nonfiction writing techniques and apply them to a variety of feature article forms, with an emphasis on storytelling for digital audiences. Students will study top-notch published work to observe these techniques in action, and then sharpen their own skills through several short and lengthier, in-depth feature articles.

JCM548 News Analysis

Hours 3

Historical and critical study of electronic-media news in the United States.

JCM551 News Media Management

Hours 3

Development of leadership skills for managing media organizations in the global environment. Students will analyze media industries and media data, review case studies and try to resolve media challenges. Students will gain a deeper understanding of the impact of a digitized media world.

JCM552 Journalism Theory and Research

Hours 3

Exploration of theory and an overview of research approaches as they relate to the study of news media and their role in communities.

JCM553 Making Media Innovation

Hours 3

Covers the methods by which journalists and marketing professionals monitor the interests and activities of readers, viewers, and users of content.

JCM555 Entrepreneurial Journalism

Hours 3

Practices, ethics and theory of entrepreneurship in the journalism field.

JCM561 JCM Special Topics

SP

Hours 1-3

Course content varies to explore current topics relevant to journalism and creative media. Repeatable for up to 6 credits if the topics are different.

Special Topics Course

JCM562 Contemporary Issues in Journalism

Hours 3

Examines current issues facing the news media, ranging from professional problems to the human, social, and other consequences of news, news practices, and news technology.

JCM563 History of Journalism and Media

Hours 3

This course focuses on the study of the origin and development of journalism and mass media, covering major ideas and milestones and the individuals who have made notable contributions to the field. The history and philosophy of freedom of the press and the First Amendment receives particular attention.

JCM571 Practice of Community Journalism

Hours 1

An immersion in a community and in the news organization that covers it, and an introduction to the daily practice of professional journalism at the community level.

JCM572 Seminar in Professional Journalism

SP

Hours 3

Studies in selected aspects of the practice of journalism. May be repeated.

Special Topics Course

JCM575 Anatomy of a Trial I

Hours 3

Anatomy of a Trial is an interdisciplinary service-learning course in narrative nonfiction, focusing on audio storytelling. Students learn to develop their own personal voice and style while also learning practical skills about the emerging podcast landscape. Students are introduced to professional audio techniques, including recording, editing and sound design. The course involves study of radio journalism history and theory as well as the ethics of narrative nonfiction.

JCM576 Anatomy of a Trial II

Hours 3

This is an interdisciplinary service-learning course in narrative nonfiction, focusing on audio storytelling. Students learn to develop their own personal voice and style while also learning practical skills about the emerging podcast landscape. Students are introduced to professional audio techniques, including recording, editing and sound design. The course involves study of radio journalism history and theory as well as the ethics of narrative nonfiction.

JCM590 Directed Research in JCM

SP

Hours 1-3

Independent study as arranged.

Special Topics Course

JCM597 Master's Project

SP

Hours 1-3

Students produce a professional-level project or complete comprehensive exams.

Special Topics Course

JCM599 Thesis Research

Hours 1-6

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in Journalism. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

LS500 Information Science and Technology

Hours 3

This introductory course examines information science through conceptual foundations and historical underpinnings of the field as they relate to the nature and roles of information and information institutions. Students will learn fundamental approaches to understand the relationships between Information and individuals, organizations, and society.

LS501 Information in Communities

Hours 3

This required course introduces students to values and ethics and power structures that impact information and information services to diverse communities. It serves as a foundation for broadly thinking about information, communities, power, and social responsibility of LIS professionals.

LS502 Research Methods

Hours 3

Introduces research design and statistical techniques used in library, media, and information science. At the conclusion of the course, the student should be able to comprehend and utilize research reports in these fields and to design and carry out basic research projects.

LS504 Technology Integration in Youth Libraries

Hours 3

Instructional modules that introduce the student to basic skills in the preparation and utilization of educational media and technology with youth in a library setting.

LS505 Collection Development

Hours 3

Explores principles and issues involved in developing library collections. Aspects such as community analysis, policy development, selection and acquisitions, resource sharing, evaluation, weeding, and preservation are examined.

LS506 Cataloging and Classification

Hours 3

Investigates approaches to current and historical methods for information organization by librarians, including emerging approaches to resource identification and description via linked data. Explores subject access in using traditional access tools, and contemporary issues in bibliographic control.

LS507 User Centered Information Services

Hours 3

Introduces reference and instructional services in libraries.

LS508 Management Theory and Practice

Hours 3

Designed to introduce students to the theory and practice of modern management by studying the management aspects of authority, communications, decision making, delegation, leadership, personnel, planning, budgeting, and motivation. Use is made of case studies and simulations.

LS513 Professional Paths

Hours 3

This required course introduces students to the multi- and interdisciplinary nature of Library and Information Science and to the career paths available to them through the MLIS degree. As a result of this course, students will be better able to make informed decisions about the educational, experiential, and technical opportunities needed in order to pursue their chosen professional path.

LS515 Information Ethics

Hours 3

This course provides students with the conceptual frameworks, methodologies, analytical approaches, and argumentation skills needed as information professionals to resolve complex ethical crises and dilemmas surrounding the use of information, data, and emerging technologies.

LS516 Philanthropy, Fundraising, & Grants

Hours 3

Philanthropy has become a fundamental component in maintaining the financial health, prosperity, and innovation of public institutions. The objective of this course is designed to discuss and expand students' knowledge of philanthropy and its varied foundations in public, academic, and special library settings as well as study its potential critical implications when private contributions are used in place of public funds.

LS520 Early Childhood Literacy Materials & Story Programs

Hours 3

Introduces a wide variety of print and non-print early literacy materials for young children ages birth to seven with an emphasis on selecting materials and developing literature-based story programs to meet their educational, cultural, and recreational needs. Among the types of story programming techniques to be explored are storytelling, flannel boards, drama, puppetry, and finger rhymes. Emphasis will be placed on investigating the principals involved in designing, implementing, promoting and evaluating early literacy story programs for young children.

LS521 Materials & Services for Children

Hours 3

Explores materials (print and non-print) and programs appropriate for children ages 6 to 12.

LS522 Materials & Services for Young Adults

Hours 3

Explores materials (print and non-print) and programs appropriate for teenagers and young adults.

LS523 Matl Services Adults

Hours 3

Examines services, programming, and popular materials provided to adult users of public libraries.

LS524 Project Management

Hours 3

Introduces graduate level concepts and skills associated with project management in information rich environments. Includes teamwork, team development, and collaboration.

LS527 Information Literacy Instruction

Hours 3

This course is intended to provide students with an introduction to the concepts, theories, and practice of library user instruction through reading, discussion, class speakers, and practice. The focus of the course will be on instruction for adult users in public and academic library settings.

LS530 Public Libraries

Hours 3

Examination of public library development, purpose, governance, and services and exploration of issues and concepts involved in managing public libraries.

LS531 Academic Libraries

Hours 3

Study of the role of library service in higher education.

LS532 School Media Centers

Hours 3

Develops a philosophical and functional background of the school-media program as an integral part of the teaching-learning process.

LS533 Spec Libr & Info Centrs

Hours 3

Philosophy, environment, and unique aspects of the services, operation, and management of special libraries and information centers are covered. Provides considerable opportunity for study of topics of interest to individual students.

LS535 Records Management & Administration

Hours 3

Introduces the fundamentals of information and records management. Content includes (a) inventory, scheduling and auditing records; (b) active and inactive information maintenance; (c) organizing and administering a records center; and (d) applications for information systems (computer, microform and paper). Covers resource management, disaster preparedness, developing employee policies and guidelines, and professional development.

LS541 Youth Programming

Hours 3

Explores various types of literacy programs and outreach services for youth (children, tweens, and teens) as well as the development and management of library environments that facilitate life-long learning and reading adventures.

LS542 Instruct Design & Dev

Hours 3

Comprises a series of modules that cover the basic skills required to undertake instructional development. Materials needed to plan and prepare instruction, as well as exercises designed to upgrade interpersonal skills, are included. Designed for library-media specialists, supervisors, administrators, and others who assist teachers in the development of instruction.

LS543 Traditional & Digital Storytelling

Hours 3

Introduces a wide variety of storytelling techniques both traditional and digital (technology-based) and explores how these strategies can be used in library programs and services for children and young adults. Emphasis is placed on developing personal storytelling skills via technology and traditional resources. A web-cam is required for this course.

LS544 Cultural Diversity Programming for Children, Teens, and Families

Hours 3

Explores the development and implementation of various types of library programs and outreach services for children and young adults that promote cultural diversity.

LS550 Introduction to Audiovisual Archiving

Hours 3

This course introduces students to the preservation of moving image and sound material. Participants will learn about current archiving methodologies and the challenges of preservation (for both analog and digital media), approaches to restoration, systems of description and retrieval for archival audiovisual material, and ways to provide ongoing access to them.

LS551 Audiovisual Collections Management

Hours 3

This course is concerned with moving image (film, videotape, audio-visual digital materials) collections as specialized repositories of historical knowledge and cultural values. This course examines issues surrounding the history, management and the accessibility of moving image materials, apparatus and ephemera in specific contexts. Different types of public and private moving image collections will be studied as reflections of governmental, commercial, cultural, and community needs, and their histories, purposes, intellectual organization, and physical management will be described.

LS552 Digital Preservation

Hours 3

This course is intended as a point of entry into the theory and practice of digital preservation. Focusing on the set of processes and activities that ensures long-term, sustained storage of, access to, and interpretation of digital objects, both digitized and born digital, this course defines issues and practices regarding the preservation of digital materials in the context of memory institutions.

LS553 Community Media Archiving

Hours 3

Through readings, discussion, and analysis, this course will introduce students to a range of issues relating to grassroots community archives, archives of community organizations, and what happens when larger institutions partner with communities and community organizations to create archives.

LS554 Digital Humanities

Hours 3

Covers the history and evolution of digital humanities including core technical concepts and vocabulary needed to facilitate digital humanities projects.

LS555 Introduction to Archival Studies

Hours 3

This course offers an introduction to archival theory and practice. Emphasis is placed on investigating the nature and character of archival forms, the role of the archivist in society, the ethics of archival practice, and the social function of records and archives.

LS556 Intellectual Foundations of Archival Theory & Practice

Hours 3

Archives are made by ideas. Archivists have defined, and described, archives as functioning as memory, evidence, and information. In addition, archives have been ascribed cultural, historical, and artifactual values. This course is a critical examination of archival thought and its influence on how archives are conceived, constructed, and ultimately used.

Prerequisite(s): There are no prerequisites for this course.

LS557 Archival Appraisal

Hours 3

This course explores topics in the selection and appraisal of archival materials. In this course you will gain exposure to the principles and approaches, which influence how records are selected for long-term retention and preservation, as well as practical performing this archival practice.

Prerequisite(s): There are no prerequisites for this course.

LS558 Archival Representation, Access & Use

Hours 3

This course explores topics in the organization of archival materials. Specifically, the topics addressed include the description, arrangement, and representation of archival objects and collections. In studying these topics, students will obtain an understanding of the theoretical underpinnings of these practices as well as practical experience in creating usable collections through archival arrangement and description.

LS560 Information Technologies

Hours 3

Provides future information professionals with a solid foundation of basic information technologies at the skill, conceptual, and analytical levels. Acquaints students with the role of technology in information organizations. Students gain hands-on experience in web application production from a user-centered perspective, including: hypertext, usability analysis, database application, and technology instruction. Foundations of change management are addressed. IT Fluency is used as a model to explore the topics of this course.

LS562 Digital Libraries

Hours 3

Prepares students to develop digital libraries, exploring the issues associated with creating, operating, and maintaining digital libraries; analyzing electronic library programs in the U.S. and assessing their impact on education, scholarship and research.

LS563 Linked Data

Hours 3

This course examines the principles and practice of linked data for organizing and sharing information in libraries and other cultural heritage organizations.

LS564 Programming for Digital Libraries

Hours 3

Students learn basic programming concepts and skills for managing different types of content and developing interactive systems. PHP, as part of the "LAMP Stack" (Linux, Apache, PHP, Mysql) is the programming language used in this course to explore the development of digital libraries. We will start out at a beginner's level with PHP & MySQL, and students will gain understanding of basic programming syntax, data structures, and logic. Students will then learn how to develop web applications for more applied tasks, including data parsing and processing, and extending specialized PHP libraries for implementing further functionality of system components found in digital libraries.

LS565 Social Media and Informatics

Hours 3

This course explores the affordances of social software applications such as blogs, tagging, and online social networks and their functions in various work locales through the concepts of informatics. The focus of this course is on social software fluency for work and productivity.

LS566 Metadata Fundamentals

Hours 3

Introductory course that examines conceptual and ethical foundations of metadata in a range of practice contexts including library cataloging and special collections. Introduces data management software tools and techniques used for acquiring, cleaning, enhancing, and analyzing metadata datasets.

LS567 Digital Reference

Hours 3

Explores societal problems and professional developments that relate to digital reference services in public, academic and special libraries. Explores the impact of digital reference on users and libraries.

LS568 Social and Technical Aspects of Cybersecurity and Terrorism

Hours 3

This course examines the history of cyber-related espionage and terrorism, explores websites and Web 2.0 media that support and fight against terrorism, and identifies human behaviors indicative of potential information and communication technology (ICT) interaction misuse. The focus of this course is primarily on human behaviors as they relate to ICT use and provides students with opportunities to identify and examine strategies to protect their organizations from misuse of technology systems and applications.

LS569 Database Management

Hours 3

This course introduces database design, creation, and manipulation using a database management system. The course combines both conceptual and practical discussions for a relational database. Topics include data modeling, database design, implementation, Structured Query Language (SQL), and remote access to databases. NoSQL structure for web-archival databases and social media collections will also be introduced.

Prerequisite(s): LS 500

LS570 Internship

Hours 1-3

Internship.

LS572 Intern Sch Media Cntrs

Hours 3

Intern Sch Media Cntrs.

LS580 Outreach to Diverse Populations

Hours 3

Explores diverse cultural groups and the ways that all types of libraries can effectively serve the informational and recreational needs of these populations.

LS581 Universal Design for Information Technologies

Hours 3

Examines the place of information and communication technologies, online resources, and social networking tools in the current practice of information and communication interactions for persons with mild to severe physical access challenges.

LS582 Race, Gender, and Sexuality in Library & Information Studies

Hours 3

This course explores how race, gender, and sexuality shape (and are shaped by) LIS as a profession and practice. Socially constructed theories of race, gender and sexual identity will be critically examined in different contexts as they intersect, overlap and impact LIS institutions, information use, technology practices, and the design of information resources and services in the processes of creation, organization, and dissemination of information in library and information professions.

LS583 Social Aspects of Information

Hours 3

This course covers a range of social, political, and economic issues related to how people interact with information and communication technologies. The class explores the effects of different social contexts on the creation, use, and meaning of information technologies. Subject matter will range from examining online interactions, mobile technologies, information and work, digital labor practices, and laws and policies related to information technologies.

LS584 Data Bias

Hours 3

Information systems, both formal and social, have significant impact on people in society. Outcomes of these systems frequently pose disadvantages for certain groups resulting in differences in equality, equity, power, need, and responsibility. Students will explore notions of fairness, basic structure, original position, veils of ignorance, and just distribution to determine the effects of bias in automated systems. These notions will be examined through the lens of social, information, and communication theories that aid in understanding and envisioning solutions for improved information systems that promote fairness.

LS585 Artificial Intelligence in Society

Hours 3

This course explores the role of artificial intelligence (AI) in society, explicitly interrogating the social, political, material, and environmental impacts of AI globally. It helps students demystify AI as an abstract or purely computational concept by offering historical, political, economic, social, and cultural lenses to contextualize AI as a technology of extraction. The course will explore the gap between the mythos and reality of AI asking: what is the promise of AI, and what are the true human and environmental costs of AI to global society?

LS590 Issues In Librarianship

SP

Hours 3

Explores societal problems and professional developments that have, or are likely to have, an impact on the practice of librarianship. May be taken more than once.

Special Topics Course

LS598 Directed Research

SP

Hours 1-6

Provides the opportunity for an intensive investigation of a special aspect of library and information studies, under the supervision of an appropriate faculty member.

Special Topics Course

LS599 Thesis Research

Hours 1-6

Thesis Research. Maximum of 6 hours may be earned.

LS620 Graphic Novels in Libraries Serving Youth

Hours 3

Examines the ways in which graphic novels, comics, and other visual narratives serve as engaging and enriching media for contemporary youth (children and young adults); explores the use of these materials in classrooms and libraries to teach information, visual, and cultural literacies; and provides opportunities to explore and critically analyze visual narratives using multiple methods.

LS621 Intercultural Perspectives in Youth Literature

Hours 3

This course addresses cultural stereotypes and issues surrounding cultural authenticity in children's and young adult literature, and suggests how librarians / educators can help children use literature to make intercultural connections with youth from diverse cultural backgrounds. Provides opportunities to explore diverse perspectives and theories related to selecting, analyzing, and interpreting international and multicultural literature for youth.

LS622 Leading Collaboration through School Libraries

Hours 3

A study of the theories and strategies related to instructional collaborations involving school libraries and media centers.

LS623 Issues in School Library Administration

Hours 3

A critical examination of issues related to social and cultural justice in the administration of school libraries and media centers.

LS630 Diversity Leadership in Information Organizations

Hours 3

Introduces students to the theoretical and applied praxis of diversity leadership, integrating concerns of inclusion, equity, and accessibility in academic discourse and organizational context of practice. Analyzes management of responsive strategies to develop cultural competence and effective leadership skills in a variety of diverse information organization environments.

LS631 Social Justice & Inclusion Advocacy

Hours 3

Theoretical and research perspectives in action-oriented social justice and advocacy in communication information sciences and related disciplines. This course explores communication and information infrastructures, contexts, technologies, institutions, and policies as sites of power that shape inequalities. In a chosen area of research, students will draw on a broad array of scholarly literature and popular sources to explore what socially just outcomes and interventions might look like for disenfranchised communities, organizations, and individuals.

LS653 Descriptive Bibliography

Hours 3

Examines the intellectual objectives served by descriptive bibliographies and introduces the methods and problems of bibliographical description of printed books of the hand- and machine-press periods. Emphasis is on the examination and historical analysis of books as physical objects. Primarily for students interested in the history of books, special collections, rare book cataloging, and humanities reference work.

LS654 Print Culture and Society

Hours 3

Examines the book as a cultural artifact and explores the impact of print culture on global communication and knowledge/information production. Topics include orality and literacy, reading (traditional and visual), authorship, copyright, translations, markets and distribution, censorship, and the future of printed books in a digital age.

LS655 Book as Artifact: Materiality & Text

Hours 3

Examines the book as a physical artifact, as the material embodiment of text. Topics include the transitions between hand production and mechanical production, methods of bookmaking, printers and publishers, the alphabetic code, paratext, letterforms and typography, paper, page formats and layouts, illustrations, and bindings, as well as the purpose of the book with special emphasis on the relationships between meaning and physical form and the complex conventions of the book.

LS698 Independent Research for School Library Leaders

SP

Hours 3

An overview of library-based approaches to action research and providing research-focused professional development in the role of school librarian in K12 education.

Special Topics Course

MC501 Mass Media Law Regulatn

Hours 3

A study of the laws affecting the media, decisions, and case histories that act as guides for the media. Independent readings and papers are required.

MC513 Communication/Diversity

Hours 3

Study and analysis of issues of diversity as they relate to groups in society and in communication fields. Emphasis is on the media's treatment of various groups in society.

MC517 Mass Communication and Public Opinion

Hours 3

Nature, development, formation, and distribution of politically relevant attitudes and opinions; role of leadership, persuasion, and communication in opinion-policy process. Emphasis on the role of the media in the formation of public opinion and on how the media are influenced in turn by public opinion.

Prerequisite(s): There are no specific course prerequisites, but graduate status or consent of instructor is required.

MC526 Race, Gender and Media

Hours 3

This discussion-oriented class examines the mass media through the lenses of race, ethnicity and gender. The course helps future media practitioners be aware of their roles in creating content that reflects increasingly multicultural audiences. Using current, contemporary and classic media texts, students critically analyze media messages and understand the importance of a diverse workforce.

MC530 Video Games and Media

Hours 3

This is an overview course that addresses game user research, theory and the ability to analyze for understanding usability, research, and play in the field, giving students an underpinning of the design and research approaches taken with video games. The course assists students who might employ the study of video games in health, advertainment, and journalism in their professional careers, and who may be expected to complete research relating to games.

MC531 Sports & Social Media

Hours 3

This course will focus on the connections and engagement of social media within sports communication. This will include topics such as personal/professional branding, audience analytics, media campaigns and messaging.

MC546 Issues in Sports Media

SP

Hours 3

This course is designed to synthesize work in mass communication to enable students to construct and critique arguments about modern sports media issues and controversies.

Special Topics Course

MC550 Research Methods

Hours 3

A survey of qualitative and quantitative methods in communication research.

MC551 Sem Communication Theory

Hours 3

A study of the development of selected theories of communication as they pertain to interpersonal, public, and mass communication.

MC564 Sports Media Research

Hours 3

This course focuses on the descriptive and empirical ways to develop and evaluate research related to the sports industry, individual accomplishments, fan participation, and social media. Emphasis will be placed on the way that sports media has influenced contemporary culture and values.

MC595 Special Topics

SP

Hours 3

Special topics in mass communication theory and research. May be repeated.

Special Topics Course

College of Community Health Sciences Courses

CHS540 Rural Community Interaction I

Hours 3

The purpose of this course is to introduce participants to real life and practical application and topics related to rural medicine, with an emphasis on minority populations. The course is divided into two parts: a shadowing experience with a primary care provider working in a rural or underserved setting, and a seminar series. Additionally the course will include a special service learning project in order to further expose students to practical application of issues and topics in rural or underserved communities.

CHS541 Rural Community Interaction II

Hours 3

The purpose of this course is a continuation of Rural Community Interaction I and introduces participants to additional real life and practical applications and topics related to rural medicine, with an emphasis on minority populations. The course is composed of two class projects of planning, implementation, and evaluation of a community screening event to be selected by the class. Each student will also complete a final paper (5 double-spaced typed pages) describing their cumulative experiences including lessons learned.

Prerequisite(s): CHS 540

CHS550 Introduction to Fundamentals of Medicine I

Hours 6

Introduction to Fundamentals of Medicine I is an interdisciplinary course that provides a foundation for understanding the molecular and biochemical basis of cellular processes and whole body physiology, and initiates an appreciation for their impairment during various human diseases. The course will include an overview of the functional roles of various cellular constituents (e.g., protein, carbohydrate, lipid, nucleic acids) and the processes involved in their synthesis and degradation (e.g., thermodynamics, metabolic pathways, transcription/translation). This will involve not only an understanding of the mechanisms and pathways involved, but will also include an appreciation of their regulation/dysregulation during numerous perturbations of physiologic status (e.g., fed versus fasted, sedentary versus exercise) and disease states. IFM-I consists of a variety of instructional strategies (e.g., lectures, labs, small groups, team-based learning, self-study) to help develop critical thinking and problem solving skills, as well as build a knowledge base that is scientifically and clinically relevant to medical research and practice.

Prerequisite(s): Admission to Rural Community Health Program and Approval by the Instructor

CHS551 Introduction to Fundamentals of Medicine II

Hours 6

Introduction to Fundamentals of Medicine II is an interdisciplinary course that provides a foundation basic pharmacology and cellular physiology. The basic principles of pharmacodynamics and pharmacokinetics will be followed by an introduction to autonomic nervous system pharmacology that will serve as a basis for understanding the pharmacologic treatment of diseases. This course will also cover mechanisms of cellular homeostasis, transport, electrophysiology and communication, and will provide examples of disease states that result from abnormal functioning of these processes. This course consists of a variety of instructional strategies (e.g., lectures, labs, small groups, team-based learning, self-study) to help develop critical thinking and problem solving skills, as well as build a knowledge base that is scientifically and clinically relevant to medical research and practice.

Prerequisite(s): Admission to Rural Community Health Program and Approval by the Instructor

CHS595 Special Topics

SP

Hours 1-3

Selected topics in Community Health Sciences offered by CCHS faculty members.

Special Topics Course

CHS599 Thesis Research

Hours 1-6

A candidate for the Master of Science in Population Health Sciences pursuing the thesis option is required to complete six credit hours dedicated to original research under the direction of a faculty advisory committee. A written thesis is required to be presented, defended orally, and submitted to the faculty advisory committee for approval. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

CHS620 Ind Study In Prev Med

SP

Hours 1-5

Research or directed reading in community medicine topics, including health care delivery, preventive medicine, and health policy aspects of other related topics.

Special Topics Course

CHS622 Directed Research in Community Health

SP

Hours 3

An advanced applied-research course designed to develop skills in the analysis and evaluation of health problems of community interest.

Prerequisite(s): POPH 523 AND 522

Special Topics Course

CHS699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral level research dissertation hours toward the Ph.D. in the student's field. A minimum of 18 dissertation hours are required, at 1-12 hours per semester. The course is conducted under the guidance of the Ph.D. advisor. The student must register for a minimum of 3 hours per semester in this course until reaching the required minimum of 18 credit hours. Thereafter, students must register for a minimum of 1 hour each semester in this course, maintaining continuous enrollment until degree completion.

Prerequisite(s): Admission to Candidacy

CHS700 Clinical Clerkship

Hours 12-18

This course is designed to allow UASOM students to complete their MS3 clerkships on the Tuscaloosa campus. Material covered is defined by UASOM and the UASOM Primary Care Track curriculum. This is a 12 month curriculum and these courses are to define participants' status as UA students during this time.

CHS701 Clinical Clerkship

Hours 12-18

This course is designed to allow UASOM students to complete their MS3 clerkships on the Tuscaloosa campus. Material covered is defined by UASOM and the UASOM Primary Care Track curriculum. This is a 12 month curriculum and these courses are to define participants' status as UA students during this time.

CHS702 Clinical Clerkship

Hours 12-18

This course is designed to allow UASOM students to complete their MS3 clerkships on the Tuscaloosa campus. Material covered is defined by UASOM and the UASOM Primary Care Track curriculum. This is a 12 month curriculum and these courses are to define participants' status as UA students during this time.

CHS710 Medical Student Pre-clinical Studies

Hours 9

This course is designed to allow University of Alabama at Birmingham Heersink School of Medicine (UABHSOM) students to complete their Primary Care Track or Rural Medical Scholars Track pre-clinical curriculum on the Tuscaloosa Regional Medical Campus of the UABHSOM. This is a 12-month curriculum, and these courses define learners' status as University of Alabama students. The student learning outcomes, course objectives, and material covered are defined by the UABHSOM, the UABHSOM Primary Care Track curriculum or Rural Medical Scholars Track curriculum, and the Liaison Committee on Medical Education (LCME) – the accrediting agency of the UABHSOM.

Prerequisite(s): First and second year University of Alabama at Birmingham Heersink School of Medicine (UABHSOM) medical students enrolled in the Primary Care Track or Rural Medical Scholars Track who are assigned to the UABHSOM Tuscaloosa Regional Campus.

CHS800 Clinical Clerkship

Hours 12-18

This course is designed to allow UASOM students to complete their MS3 clerkships on the Tuscaloosa campus. Material covered is defined by UASOM and the UASOM Primary Care Track curriculum. This is a 12 month curriculum and these courses are to define participants' status as UA students during this time.

CHS801 Clinical Clerkship

Hours 12-18

This course is designed to allow UASOM students to complete their MS3 clerkships on the Tuscaloosa campus. Material covered is defined by UASOM and the UASOM Primary Care Track curriculum. This is a 12 month curriculum and these courses are to define participants' status as UA students during this time.

CHS802 Clinical Clerkship

Hours 12-18

This course is designed to allow UASOM students to complete their MS3 clerkships on the Tuscaloosa campus. Material covered is defined by UASOM and the UASOM Primary Care Track curriculum. This is a 12 month curriculum and these courses are to define participants' status as UA students during this time.

CHS900 Residency

Hours 12

No description available

POPH520 Essentials of Population Health

Hours 3

An introductory graduate level course designed to teach learners to examine health issues from a population health perspective.

POPH521 Health Policy & Planning

Hours 3

Designed to assist the student in understanding the planning process and factors that influence and determine policy decisions.

POPH522 Biostatistics

Hours 3

A course in statistical methods and concepts particularly appropriate for biomedical research and health-related subjects. Topics include descriptive statistics, probability, parametric and nonparametric procedures for one-group and two-group problems, contingency tables, and computer applications.

POPH523 Basic Epidemiology

Hours 3

A course for students in health-related fields. The basic epidemiologic approach is developed; principles and methods are learned through readings (text and published studies), lectures, discussions, and the preparation of a research design by each student.

POPH524 Health Economics

Hours 3

A course designed for graduate students interested in understanding the importance of health economics on public policy. Topics include the supply and demand of health care, health insurance, consequences of information asymmetry, health technology assessment, comparison of national health care systems, and behavioral economics.

Prerequisite(s): POPH 522 OR HHE 526 OR BER 540 OR ST 509

POPH525 Outcomes Research in Population Health

Hours 3

This course examines the methods utilized in the design, implementation, and evaluation of research studies implemented in a healthcare setting. In this course, you will explore various research designs that can be used to evaluate studies with outcomes at the individual and organizational level. Both naturalistic (or observational) and experimental designed will be covered throughout the course. Various analytic approaches that are appropriate to examine the design, implementation, and evaluation of studies in the medical setting will be applied. Furthermore, students will be expected to develop a research protocol that demonstrates the mastery of core competencies obtained throughout the semester.

Prerequisite(s): POPH 522 or HHE 526 or BER 540 or ST 509

POPH530 Introduction to Medical Care

Hours 3

Overview of Medicine by organ systems: Cardiovascular, Endocrine, Gastrointestinal, Pulmonary, Central Nervous System, Musculoskeletal, Nephrology, and Reproductive Systems. Selected topics in Dermatology, Hematology/Oncology, Addiction and Alcoholism and Infectious Diseases.

POPH531 Interprofessional Health Communication

Hours 3

This interprofessional course focuses on understanding roles, how to work in a team using a common language; presenting information that other team members can understand, contributing to safe and effective systems. Identify basic concepts of effective teamwork among professions with an emphasis on communication and teamwork.

POPH532 Healthcare Finance and Reimbursement

Hours 3

This course covers health insurance operations, principles, payment methods and contracts, and revenue cycle management. Key topics include private and public sector insurance, insurance contracts, underwriting principles, and inpatient and outpatient payment processes. This course presents an overview of financial systems in health care so that students will be able to understand the broad financial context within which organizational decision-making occurs. Additionally, selected financial management topics will be covered with an emphasis on providing future managers with the tools required to carry out their fiscal responsibilities.

POPH533 Healthcare Quality & Informatics

Hours 3

This course explores quality assessment and improvement in healthcare settings and provides an introduction to health informatics and the optimal use of data to improve health outcomes and healthcare practice. Students will learn to identify, plan, measure, evaluate, and sustain process changes that improve the quality of healthcare delivery.

POPH535 Data Management

Hours 3

This course educate students on the basic tenets of relational databases, the components a database, and introductory-level querying through programming. These concepts will be taught through the lens of population health, and will show how many departments of health, health agencies, and large scale research studies store and retrieve data. The goal of this course is to introduce database management concepts to future analysts, thereby empowering their ability to effectively work with database administrators in their pursuits to generate tables for big data analytics. This course will use Microsoft SQL Server © to achieve its purpose and goals.

POPH536 Introduction to Qualitative Methods in Population Health

Hours 3

This course will provide an introduction to qualitative research methodologies as they are applied to the field of population health.

POPH537 Cultural Competency

Hours 3

The increasing cultural diversity in the United States has profound implications for population health science and practice. This seminar is designed to address a broad range of theoretical, research, and clinical issues related to cultural competency in healthcare. Using readings, class discussions and student presentations, the seminar will emphasize the role of ethnicity, class, culture, gender, sexual orientation, and disability in population health, and the impact of these factors on assessment, diagnosis and treatment. Students will take an assessment at the beginning and the end of class designed to determine the growth in student knowledge, understanding, acceptance, and behavior change in regard to cultural competence.

POPH538 Secondary Data Analyses in Healthcare

Hours 3

This course provides students with the knowledge and skills necessary to effectively analyze secondary data sources in healthcare. Students will be introduced to national healthcare databases and basic data analysis techniques. Through a combination of lectures, hands-on exercises, and projects, students will learn how to manage, analyze, and interpret data to address important population health questions. The course will emphasize practical applications using statistical software such as SPSS and provide critical appraisal skills for evaluating research findings.

Prerequisite(s): POPH 522 (Biostatistics) or equivalent

POPH595 Population Health Applications (Non-Thesis)

Hours 3

The practicum is a planned, supervised, and evaluated work experience that compliments the student's classroom education, and allows them the opportunity to apply the lessons learned in their course work. The practicum experience is designed to enhance student's professional experience in the field of population health, and is key to a comprehensive understanding of population health in clinical settings. Success is defined by the exposure to valuable work experience, improvements in subject matter knowledge, mastery of specific competencies, and the development of relationships between the student, preceptor, and the site. The student is responsible for connecting with their peers, academic and professional networks to identifying and contact a suitable preceptor. The student is responsible for completing 120 hours under the guidance of their preceptor, and is required to document their completed hours on a regular basis. Only hours directly relating to the practicum learning objectives should be logged.

Prerequisite(s): POPH 520, POPH 521, POPH 522, POPH 523, POPH 524, AND POPH 525

POPH599 Thesis Research

Hours 1-6

A candidate for the Master of Science in Population Health Sciences pursuing the thesis option is required to complete six credit hours dedicated to original research under the direction of a faculty advisory committee. A written thesis is required to be presented, defended orally, and submitted to the faculty advisory committee for approval. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

POPH622 Multivar Meth Hlt Stats

Hours 3

This course aims to help the student apply linear methods such as regression and generalized linear models to health-related scientific studies for cross-sectional or longitudinal data. Some software solutions will be discussed and explored.

Prerequisite(s): POPH 522 or HHE 526

POPH623 Advanced Epidemiology

Hours 3

This course will take a hands-on approach to learning about epidemiologic methods, particularly as they relate to current health topics, like cardiovascular disease, cancer, and behavioral epidemiology. This is a second-level course on the conduct of epidemiologic research. It will focus on both the conceptual problems of applying the scientific/epidemiologic method and on the practical issues in carrying out of work.

Prerequisite(s): POPH 523 or instructor approval

RCH500 Rural Envir/Occup Health

Hours 3

The goal of the course is to help the student recognize environmental and occupational health hazards in the rural setting, the effects of exposure to these hazards and preventative measures that should be taken to avoid environmental risks. This course introduces students in the Rural Medicine Program to the basics of environmental and occupational health in the rural setting. The course is designed to help these students recognize biological, chemical, physical, safety, and ergonomic health hazards common to the rural South; the effects of human exposure to these hazards are presented; and preventive measures that should be taken to avoid such exposures are discussed. Applicable environmental and workplace regulations are reviewed.

RCH522 Community Clinical Process I

Hours 3

A combination of scheduled sessions and fieldwork activities. The fieldwork will consist of visiting with an assigned rural advisor, completing a rural community assessment, and assisting with community health screenings and education programs.

RCH523 Independent Study Community Medicine

SP

Hours 1-6

This independent study course is designed to allow students to pursue independent exploration of a particular field or topical area, under the guidance of an advisor. Material covered will be of an advanced nature aimed at providing students with an understanding of current developments within the field. Discussion and advisor guidance will be focused on issues related to rural healthcare, primary care, etc. to encourage a better understanding of the multifaceted role of a rural, primary care physician.

Special Topics Course

RCH530 Stress Management

Hours 3

This course focuses on learning to identify, understand, and manage the stressors that most affect their lives. Course will consist of a regular seminar and out of class assignments from required textbook. Students will be exposed to research findings on the physical, psychological, sociological, and spiritual aspects of stress. In addition, students will be presented with examples of coping skills, including relaxation techniques, behavior change interventions, and strategies for defusing physiological arousal. Students will be introduced to the tools needed to cope with stress in an increasingly stressful world. Special emphasis will be placed on clinical concerns (e.g., methods for alleviating stress) for rural populations.

RCH532 Community Clinical Process II

Hours 3

A combination of scheduled sessions and fieldwork activities. The fieldwork will consist of visiting with an assigned rural advisor, completing a rural community assessment, and assisting with community health screenings and education programs.

RCH591 Clinical Correlations and Study Strategies in Biomedical Science I

Hours 2

Application of biomedical principles in a clinical context. Introduction to clinical reasoning and study skills. This course is designed to reinforce and develop foundational biomedical science concepts, learning and study skills, critical thinking, wellness, and clinical application skills crucial for success in medical school.

RCH592 Clinical Correlations and Study Strategies in Biomedical Science II

Hours 2

This course is designed to reinforce and develop foundational biomedical science concepts, learning and study skills, critical thinking, wellness, and clinical application skills crucial for success in medical school.

TSM501 Foundations in Biomedicine and Translational Science

Hours 6

This course is an overview of human health, disease, and remedies that presents an overview of drug design, preclinical testing, medicines development, manufacture and supply, biologics and advanced therapies, digital medicines, and regulatory submission.

Prerequisite(s): Admission to the program, or approval of course instructor.

TSM660 Drug Delivery Beyond the Biological Barriers

Hours 4

This course provides an overview of drug discovery, formulation, and delivery with efforts to reflect on the past and peek into the future drug development. This course requires substantial knowledge of chemistry, mathematics, and physics, and basic courses in biological sciences.

TSM661 Imaginary Logic of Advanced Drug Delivery Program

Hours 1

This course presents topics designed to bring together divergent thinking (imaginary) with convergent thinkers (logical) to provide a platform to train the next generation of students to think horizontally to overcome the valley of death in drug discovery and bring new therapies to clinic. As a career preparation course, it aims to provide students the depth and breadth of understanding in drug discovery and development that will be applicable throughout their careers, regardless of their research focus.

TSM662 Formulations Science Lab

Hours 3

This research-based laboratory course provides training in the of drug delivery systems through a broad spectrum of techniques including synthesis of polyesters and their bioconjugation, characterization of polyesters using the state-of-the-art analytical tools, processing the polyesters into nanoparticulate drug carrier systems encapsulating diverse model drugs, and characterization of the nanoparticles for size, loading, encapsulation, release, and stability. This course will provide basic training and experience for a smooth start for future laboratory work. This course requires substantial knowledge of chemistry, mathematics, and physics, and basic courses in biological sciences.

Prerequisite(s) with concurrency: TSM 660

TSM663 Formulations Testing Lab

Hours 3

This research-based laboratory course that focuses on training students in testing the next generation of drug delivery systems. Students will be exposed to a broad spectrum of techniques (e.g., in vitro, ex vivo, in vivo). Students will be exposed to a variety of techniques including tissue processing for tissue mechanics, drug estimation, particle tracking, receptor binding, and histology and immunohistochemical analysis, and in vitro and ex vivo study designs. Students will have hands-on experience in a wide variety of microscopy and histology equipment. This course will provide basic training and experience for a smooth start for future laboratory work involving pharmacology testing. This course requires substantial knowledge of chemistry, mathematics, and physics, and basic courses in biological sciences.

Prerequisite(s): TSM 662

TSM664 Drug Delivery Bioanalysis Lab I

Hours 3

This course provides individual training on the use of different equipment in the bioanalytical core in support of graduate student research in advanced drug delivery. This lab-based course trains students to develop and adapt bioanalytical methods that are pivotal for in vitro, ex vivo and in vivo testing of experimental therapeutics.

TSM665 Drug Delivery Bioanalysis Lab II

Hours 3

This course is designed to offer individualized training to students in advanced drug delivery, focusing on the use of various equipment in the bioanalytical core. Through this lab-based course, students will learn how to develop and adapt bioanalytical methods crucial for in vitro, ex vivo, and in vivo testing of experimental therapeutics.

College of Education Courses

AEL520 Leadership for Communities

Hours 3

A study of the individual and group leadership skills needed to address issues affecting student learning, family engagement, and community support for school improvement efforts.

AEL521 Leadership for Improvement

Hours 3

Prepares prospective educational administrators working in the grade P-12 setting with instructional leadership skills. The course focuses on learning methods and strategies for program planning, design, implementation, and evaluation.

AEL522 Teaching and Learning

Hours 3

The course emphasizes the development of a school leader's knowledge in the area of teaching and learning and the ability to lead, coach, participate in and enhance an informed dialogue on student learning.

AEL523 Human Resource Development

Hours 3

The course covers the basic concepts of effective supervision, including supervisory roles and functions, communicative interaction, and formative and summative strategies for improving instruction.

AEL524 Ethics and Law

Hours 3

A study of ethics and law as it relates to the educational leader's role as the first citizen of the school/district community.

AEL525 Management

Hours 3

A study of theories, principles and practices of managing an educational organization. Emphasis will be on the practical management of the local school.

AEL526 Data Informed Decision Making

Hours 3

Uses school-based data as a vehicle to illustrate the applicability of decision-making models for the resolution of school problems.

AEL527 Internship in Educ Leadership

Hours 1.5

Applies theory, knowledge and skills in meaningful and practical experiences in actual school settings. Students are required to complete two semesters of internship for a total of 3 hours credit.

AEL530 Introduction to Educational Leadership

Hours 3

This course is an introduction to leadership theory and practice. It focuses on both individual and group leadership skills and how they are used to affect student learning and the engagement of the broader learning community. The collaborative development of a school's mission and the examination of the critical issues that school leaders commonly face will be examined.

AEL531 Evidence-based Decision Making

Hours 3

This course uses school performance data to illustrate the applicability of decision-making models for the resolution of school-based problems.

AEL532 Supervision and Mentoring

Hours 3

This course examines strategic approaches to instructional leadership, supervision and mentoring. The focus of the course centers on the knowledge base, the interpersonal and technical skills, as well as the mentoring proficiencies that is required of an instructional leader.

AEL533 Management and Strategic Planning

Hours 3

This course is a study of the theories, principles, and practices of managing an educational organization with an emphasis on the practical management of the local school. It addresses the role that instructional leaders play in advancing student learning through the effective, efficient, and equitable utilization of resources.

AEL534 Leadership and Organizational Theory

Hours 3

This course focuses on the analysis of concepts and issues related to the organization and administration of the school. The course is a general introduction to the study of educational administration that puts a focus on key leadership skills.

AEL535 Leadership of Curriculum and Instruction

Hours 3

This course is designed to prepare prospective educational administrators in the area of curriculum and instruction. The course focuses on research insights related to teaching and learning as well as on key principles and concepts for curriculum design, curriculum implementation and curriculum evaluation.

AEL608 Educ Fin Theory/Pract

Hours 3

A study of litigation, legislation, and implementation of public-school finance programs in the 50 states. Concentrates on four aspects of equity: resource equity, input equity, output equity, and tax equity.

AEL611 Superintendency and the Leadership Team

Hours 3

An inquiry utilizing the perspectives of effective delegation and participation into the nature of the superintendency and the development of a leadership team.

Prerequisite(s): None

AEL612 Instruc Supv Mentor Trng

Hours 3

A comprehensive critical examination of advanced philosophy, theory, and research of instructional supervision, including an interdisciplinary focus on forces impinging upon instruction. Implications of these findings for individual and group development and the improvement of instruction and the instructional environment are emphasized.

AEL618 Adv Educational Law

Hours 3

Emphasizes original legal research by the student. After reviewing general principles of educational law, each student selects a topic for intense research. With the instructor's assistance, each student will prepare a publishable article on some area of educational law. Proper use of legal notations, forms, and research methods is stressed.

AEL619 Politics Of Education

Hours 3

Study of politics as it relates to educational decision making, with emphasis on political theory, history of politics in education, and the legislative process. Offered once during the academic year.

AEL630 School Partnerships

Hours 3

This advanced course examines basic principles, strategies, and components of school and community partnerships and the obstacles to forging effective and successful partnerships from a solid theoretical foundation in community sociology and its relationship to school reform. In addition, it analyzes how social and cultural differences impact the ways in which business, schools, families/parents, and communities interact, relate, and conflict.

AEL631 Strategic Leadership

Hours 3

Application of Leadership theories to district level leadership practice, with an emphasis on strategies and tactics for planning. Includes field experience.

AEL632 Leading Learning Through the Curriculum

Hours 3

Knowledge, skills and understandings about curriculum discourses and assumptions underlying historical, social and contemporary thought, practice and research applying to curriculum leadership.

Prerequisite(s): AEL 521

AEL633 Leading, Developing, and Mentoring for Adult Learners

Hours 3

Emphasis is on advanced study of leading learning communities, developing adult learners and strategies for teachers to ensure all students learn.

Prerequisite(s): AEL 522 and AEL 631

AEL634 Development and Supervision of Human Resources

Hours 3

Analysis of personnel functions, emphasizing philosophy, theory, skills and research on professional development for adult learners in professional learning communities.

Prerequisite(s): AEL 523

AEL635 Ethical, Legal, and Policy Issues in Schools

Hours 3

Advanced ethics and law for school administrators with emphasis on relationships between these and policy for school leaders.

AEL636 School Finance and Financial Management

Hours 3

An introduction to school and school systems business management and related technologies, fund accounting; GAAP; budgets; asset stewardship and internal control; purchasing and contracts; local school revenues, reporting and relationships to school support organizations and student activities.

AEL637 Leadership and Social Systems

Hours 3

A study of the interplay between leader behavior and schools from social systems theory and practical implications for improving instruction.

AEL638 Solving Problems of Practice

Hours 3

Directed opportunities to use educational leadership knowledge and skills to design field-based projects and evaluate solutions.

AEL649 Advanced Research

Hours 1-6

Directed research activities related to educational leadership topics. Enrollment is subject to program regulations and permission of the student's program committee. Credit is based on the nature and degree of student involvement.

AEL650 Organizational Theory

Hours 3

An exploration of the relationship among concepts, generalizations, and theoretical models found in the behavioral and social sciences. The application of these to administrative practice in educational settings is addressed.

AEL661 Major Issues and Trends in Educational Leadership

Hours 3

This course provides an advanced analysis of the current issues and trends commonly affecting the decisions of school leaders.

AEL664 Educational Policy and the Dynamics of Change

Hours 3

Components of change will be identified and theories of social and personal dynamics will be adapted and applied to planned programs of change in education.

AEL671 Survey of Instructional Supervision

Hours 3

A critical examination of research in supervision and leadership to improve instructional capacities and diverse student learning.

AEL675 Leadership for Organizational Improvement: Theory into Practice

Hours 3

This is a second-level course on organizational theory that is a continuation of the work begun in AEL 650. The course presents a deep exposure to the research literature on organizational theory, taken from various theoretical perspectives, with the expectation of fashioning a dissertation problem.

AEL682 Lead & Org/Theory & Appl

Hours 3

An examination of historical and contemporary theories, models, concepts, and practices for effective and efficient approaches to leadership within organizations and how these apply to educational settings.

AEL697 Seminar in Educational Leadership

Hours 3

An advanced seminar for students to explore research in educational leadership and conduct critical inquiries into areas of specialized interest.

AEL699 Dissertation Research

Hours 1-12

Twelve semester hours (EdD) or 24 semester hours (PhD) required. Directed dissertation research in the area of educational leadership. Student must maintain continuous enrollment for a minimum of 3 semester hours per semester until the dissertation is completed. Enrollment is subject to program regulations and permission of the student's dissertation committee.

AHE500 Perspect High Educ Admin

Hours 3

How higher education has been shaped by the major trends in American society, how it has contributed to the development of this country, and what may be expected of higher education in the future. Higher education is also viewed in institutional and conceptual forms from the perspective of students, faculty, and administrators.

AHE503 Learning with Technology in Higher Education

Hours 3

This course provides students with an overview of the main issues surrounding the use of technology for the advancement of teaching in higher education settings. It includes some hands-on experiences designed to enhance the productivity and creativity of learning in both classroom and online environments.

AHE505 Grant, Project and Research Work in Higher Education

Hours 3

This course introduces students to the skills and knowledge necessary to conduct grant, project, and research work in higher education in the role of a principal investigator, research team member or supporting staff member.

AHE507 Student Development Theory I

Hours 3

Introduction to the theoretical basis for the delivery of services through organizational student development, and a study of the research basis for student development.

AHE510 The Community College

Hours 3

An overview of the development, format, issues, and purposes of the contemporary community and junior college.

AHE520 Student In Higher Educatn

Hours 3

A survey of the needs, characteristics, and cultures of the American college student within various types of higher education institutions.

AHE521 Student Affairs

Hours 3

An overview of the organization, personnel, and practices of student affairs and related higher education functions in U.S. colleges and universities. The course is designed to increase student understanding of how student services, student activities, and student development tasks are organized, administered, and assessed. Students will explore the main issues, roles, constituencies and expectations affecting individual professionals as well as the profession as a whole.

AHE530 Law & Higher Education

Hours 3

Investigates and explicates the structure and background of law and equity in higher education, with emphasis on how statutory law, administrative law, and case law respond to and affect faculty, students, administrators, and trustees. Constitutional law, contracts, torts, the law of private associations, civil rights statutes, executive orders, injunctions, specific performance, corporate and partnership law, law of agency, and laws on liability are studied as they apply to higher education.

AHE540 Org and Governance

Hours 3

Overview of the organization, administrative roles and positions, administrative process, and administrator relationships within various institutions of higher learning.

AHE550 Financing Higher Educatn

Hours 3

An overview of the budgeting processes, sources of revenue, types of expenditures, and issues and innovations in financing various types of contemporary institutions of higher education. Also a survey of the various business and planning operations vital to the operation of colleges and universities.

AHE560 Comparatv Higher Educatn

Hours 3

This course is designed to provide a cross-cultural perspective on issues related to higher education throughout the world. The course will focus on topics such as reform, students and student activism, internal and external governance of universities, unions, and the academic profession in key world regions.

AHE590 Ind Study In Higher Ed

SP

Hours 3-6

Directed independent study in the literature of higher education, designed for the student seeking a minor or pursuing master's work in the program in higher education (AHE).

Special Topics Course

AHE591 Seminar Higher Education

Hours 3

A topical seminar on a current issue or problem in higher or postsecondary education. On occasion, the seminar involves travel or on-site visitations to institutions or oversight bodies.

AHE592 Internship in Higher Education

Hours 3

The application of theory, knowledge, and skills in authentic educational settings. Students are required to complete one semester of internship for a total of three hours credit.

AHE593 Student Affairs Capstone Seminar

Hours 3

The Student Affairs Capstone Seminar will be the final course for students in the Higher Education Master's Program. The course focuses on leadership and organizational change in student affairs in postsecondary education.

Prerequisite(s): Instructor permission

AHE599 Thesis Research

Hours 1-6

Directed thesis research.

AHE601 Professional Sem High Ed

Hours 3

This course is designed for students newly admitted to the doctoral program in higher education administration. As such, the seminar concentrates on issues and concerns that arise as part of the doctoral experience. Course activities and experiences may vary according to the professional experience and academic background of course participants.

AHE602 Problems In Higher Education

Hours 3

Seminar studying the current issues and trends related to higher education.

AHE603 College & University Teaching

Hours 3

An intensive graduate seminar that provides an overview of the issues, principles, and practices associated with effective college teaching. Topics include learning and diversity; teaching models and strategies; teacher and student behaviors and learning outcomes; and instructional improvement strategies.

AHE610 Academic Culture & Learn

Hours 3

An intensive examination of the student, faculty, and administrative cultures in higher education environments. The impact of various internal and external factors on institutional culture and behavior will also be studied, particularly as they relate to teaching, learning, research, and service.

AHE621 Power Politics Change

Hours 3

No description available

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AHE625 Community College Leadership

Hours 3

This course provides an overview of issues pertaining to leadership in American community colleges.

AHE640 Organizational Change

Hours 3

Colleges and universities face tremendous challenges; the need for change, and for change agents, has never been greater. This course examines organizational change both theoretically and practically in higher education.

AHE644 Sem Acad Progrm Dev Eval

Hours 3

Design and management of academic programs; study of institutional structures for academic affairs; practice in program review for instructional improvement; and overview of graduate programs (general and liberal education, as well as occupational and professional education).

AHE645 Higher Education and Student Affairs Assessment

Hours 3

This course will explore assessment in higher education and student affairs, including the history and significance of assessment, perspectives from associations, fundamental perspectives, ethics, practical considerations, and future directions. We will also study specific processes for creating assessment initiatives, including developing outcomes, instrumentation, data collection, sampling, data analysis, dissemination, and utilizing results.

Prerequisite(s): AHE 645 has no prerequisites.

AHE670 Higher Education Policy

Hours 3

This course will introduce students to the essential elements of higher education policy and finance. Students will examine the main financing options of colleges and universities; college costs and pricing; financial aid policy, and emerging policy issues.

AHE680 Readings in HE

SP

Hours 3

The purpose of this course is to provide students with skills that enable them to understand and synthesize current research in higher education.

Special Topics Course

AHE685 Higher Education in the United States

Hours 3

This course provides an overview of the higher education system in the U.S., with a focus on how unique system characteristics such as a range of institutional types, demographic trends, student populations, and degree structures influence higher education practice.

AHE688 Mentored Teaching

Hours 3

This course provides students with a mentored experiential learning opportunity to develop competency and mastery in course construction and delivery in the higher education environment.

AHE689 Mentored Research

Hours 3

This course provides students with mentored experiential learning opportunity to develop competency and mastery in research and analytical skills. To be taken at or near end of students research requirements.

AHE690 Direct Doctoral Study

SP

Hours 1-6

Directed individual study and analysis of a problem confronting higher education. Note: Frequently, special one-time-only seminars focusing on a particular aspect of higher education are offered by program faculty under this course number.

Special Topics Course

AHE699 Dissertation Research

Hours 1-15

Directed dissertation research in the field of higher education. Enrollment is subject to program regulations and permission of the student's dissertation committee chairperson. Also offered in summer school.

AIL600 Integr Tech Educ & Train

Hours 3

An examination of advanced applications of current and emerging instructional technological applications in a variety of settings and in the context of various fields of study and job environments. Technologies and applications addressed in current course include computers, the Internet, presentation media, and multimedia. Cognitive, product, and skill competencies are included. Cognitive competencies are integrated into product and skills evaluations. Products are required to reflect some competencies, while skills competencies are either observed directly or inferred from the products.

AIL601 Prin Instruct Technology

Hours 3

The doctoral level course provides an introduction to the historical, theoretical and philosophical foundations of the field of Instructional Technology (IT). The course allows students to explore current and emerging instructional technology tools and processes in the context of their domain of interest.

AIL602 Electrnc Instruct Design

Hours 3

Designed to develop basic knowledge and skills for electronic instructional design -analysis, design, production, evaluation, and revision - for specific electronic projects.

AIL603 Telecommctn & Networks

Hours 3

Designed to explore design, layout, and installation of local and wide area networks. Addresses topologies, ethernet standards, physical layer, network operating software, data-link layer, file server, network cards, hubs, peripherals, routers, and other network operations.

AIL604 Distance Technologies

Hours 3

Prepares students with knowledge and skills in methods of distance education, which incorporates telecommunications and computer technology to instruct students at remote locations or to serve as an adjunct to classroom instruction. The technology used includes telephony, cable television, satellite communications, videocassettes, videoconferencing, computer-mediated instruction, and/or online computer communication via the Internet.

AIL605 Interact Multimedia Proc

Hours 3

Prepares students with knowledge and skills in modeling, simulation, testing, or analysis or training in real-world contexts using interactive multimedia processes.

AIL606 Software Technology

Hours 3

Intended for students who have had some prior programming experience; otherwise, students will need to develop competencies prior to taking this course. Issues include matching the capabilities of the medium to the intellectual structure of the subject, who directs the interaction between human and computer; the size of the intellectual field; and pedagogical concerns in choosing the operations of a software environment. Students are expected to design and complete a project at the end of the course.

AIL607 Readings in Instructional Technology

SP

Hours 3

This course is designed to aid students in understanding and synthesizing research and developing theoretical approaches to the study of instructional technology.

Special Topics Course

AIL608 Issues and Trends in Instructional Technology Design and Implementation

Hours 3

Students will explore issues and trends when designing and implementing learning technologies.

AIL631 Administrative Technology

Hours 3

This course introduces learners to the primary administrative technologies available for administrators and the critical technology issues educational and organizational leaders face.

AIL689 Practicum in Instructional Technology

Hours 3-6

Students pursue research in the Instructional Technology program. They are required to develop, implement, and analyze research; and report findings in APA format.

AIL690 Sem Instructional Technology

Hours 3

No description available

AIL695 The Dissertation in Nurse Education

Hours 3

This capstone course explores the writing of a dissertation in Nursing Education; including the organization of the argument, the framing of research questions, the description of field research, the analysis data, and the reporting and discussion of findings.

AIL699 Dissertation Research

Hours 1-12

Twelve semester hours (EdD) or 24 semester hours (PhD) required. Directed dissertation research in the area of instructional leadership. Students must maintain continuous enrollment for a minimum of 3 semester hours per semester each fall and spring semester until the dissertation is completed. Enrollment is subject to program regulations and permission of the student's dissertation committee.

BCE511 Principles Of Guidance

Hours 3

Explores the rationale for guidance by examining human development and sociological, psychological, and philosophical bases for guidance. Provides awareness of services by surveying components of guidance programs. Offered fall semester.

BCE512 Counseling Theory Proc

Hours 3

Introduction to counseling, counseling theories, and the counseling relationship; and an overview of the counseling process. Offered fall and spring semesters.

BCE513 Career Development

Hours 3

An introduction for counselors and teachers to career development concepts, labor force information, and other resources needed to help persons with career planning and decision making. Offered spring semester.

BCE514 Counseling Skills

Hours 3

An experiential course involving applied elements of theoretical models and customary helping skills to orient and prepare students for their initial supervised work with counseling clients. Offered fall and spring semesters.

BCE516 Practicum Counseling II

Hours 3-6

Supervised practice in counseling. Offered fall and spring semesters.

Prerequisite(s): BCE 512 and BCE 514

BCE517 Professional Issues, Ethics, and Advocacy in Counseling

Hours 3

This course is designed to expose students to the fundamental principals of being a professional counselor. This course will help students to be familiar with assumptions, theories, strategies, applications, ethical, and legal considerations related to the development of counseling.

BCE518 Intro to Clin. Ment. Hlth Cnsl

Hours 3

Seminar and fieldwork designed to acquaint the student with the functions and roles of the counselor in various community and agency settings. Offered fall semester.

BCE521 Group Procd Coun Educ

Hours 3

Background in group methods, including group guidance, group counseling, and group dynamics. One-half of class time is spent in a laboratory experience during which each student is provided an opportunity to function in a group. Offered fall and spring semesters and in summer school.

BCE522 Indiv & Group Appraisal

Hours 3

An overview of measurement methods, practice in administration and interpretation of standardized tests, and evaluation of tests and testing programs for counseling and guidance. Offered spring semester and in summer school.

BCE523 Prog Development & Mgt

Hours 3

An examination of the organization and implementation of the guidance functions of schools and the guidance responsibilities of counselors, teachers and administrators. Offered spring semester.

Prerequisite(s): BCE 511

BCE525 Internship in School and Clinical Mental Health Counseling

Hours 3-12

Supervised field experience in an appropriate job setting. Offered fall, spring and summer semesters/terms.

Prerequisite(s): BCE 516 and BCE 512

BCE528 Adv Sem. Clin. Ment. Hlth Cnsl

Hours 3

Advanced study and discussion of a variety of agency-specific issues and topics. Offered spring semester.

Prerequisite(s): BCE 518

BCE533 Special Topics

SP

Hours 1-3

This course is designed to offer students a range of counseling-focused 500-level special topic classes.

Special Topics Course

BCE540 Orientation to Rehabilitation Counseling

Hours 3

Philosophical, social, psychological, and legislative bases of rehabilitation; the nature and scope of the rehabilitation process and the functions of the rehabilitation counselor; and study of the individual. Offered fall semester.

BCE542 Medical and Psychosocial Aspects Disabilities

Hours 3

General knowledge of chronic illness and disability is important for rehabilitation counselors, allied health professionals, and other human services workers who work in settings involved with serving persons with disabilities. This course will explore the personal, psychosocial, and vocational impact of chronic illness and disability. The course provides an overview of various body systems, the etiology and pathology of diseases, injuries, and disabilities that can affect the body systems, the prognosis, psychosocial and vocational implications of these conditions. Also examined will be the various models of conceptualizing disability and assistive technology.

BCE545 Case Management, Vocational Rehabilitation, & Placement

Hours 3

The purpose of this course is to provide students with the knowledge and necessary skills to complete case management and vocational rehabilitation placement services. Course content includes competencies of case management; intake interviews; medical and psychological evaluation and life care planning.

BCE546 Pract Rehab Counseling

Hours 3-6

Supervised practice in rehabilitation counseling. Offered fall, spring, and summer semesters/terms.

Prerequisite(s): BCE 512 and BCE 514 with a minimum of B

BCE547 Internship in Rehabilitation Counseling

Hours 3-12

Supervised field experience in a rehabilitation setting. Offered fall, spring, and summer semesters/terms.

Prerequisite(s): BCE 546

BCE611 Multicult. Approach Counseling

Hours 3

This course is designed to introduce students to multicultural issues unique to counseling and other helping professions. Offered even-numbered fall semesters.

BCE613 Substance Abuse Counseling

Hours 3

The primary goals for this course are to deepen students' understanding of substance use disorders, facilitate the development of addiction counseling competencies associated with positive treatment outcomes and increase students' level of confidence in identification of substance abuse issues.

BCE615 Field Exper Counselor Ed

Hours 3-6

Supervised field experiences in counseling to supplement accredited, advanced-level internships. Offered annually.

BCE618 Adv Theory Counseling

Hours 3

Historical and current approaches to individual counseling, and the theories of personality structure and individual behavior from which these approaches are derived. Offered alternate spring semesters.

BCE619 Supervision in Counselor Education

Hours 3-6

Supervision of practicum students within a structured pedagogical course. Offered in the fall and spring semesters.

BCE621 Advanced Multicultural Counseling

Hours 3

This course is a theoretical and skill development course for counselors and other human helpers to strengthen multicultural awareness, knowledge and skills in the competencies necessary to evaluate presenting issues brought forward by racially, ethnically, and culturally diverse clients. Additionally, this course will examine the related ethical and professional issues of developing multicultural counseling competencies. Entrance into the EdS in Counseling program required.

BCE622 Developmental Guide

Hours 3

This course presents an overview to the practice and profession of school counseling with specific emphasis on the past, present, future and issues in the field. Individual readings, conferences, group discussions, and reports focusing on areas of interest in counseling and guidance will be utilized. Entrance to the EdS in school counseling program required.

BCE625 Advanced Internship

Hours 3-9

Supervised field experiences in counseling and counselor education for advanced students. Offered fall, spring, and summer semesters/terms.

Prerequisite(s): BCE 615 or BCE 616

BCE626 Readings

SP

Hours 3

Independent study under faculty direction. Offered fall, spring, and summer semesters/terms.

Special Topics Course

BCE633 Advanced Seminar

Hours 3

Seminars focusing on contemporary counseling issues and topics. Varied offerings.

BCE635 Teaching and Scholarship in Counselor Education

Hours 3

This course is designed for advanced counseling students who study teaching and scholarship in Counselor Education.

BCE636 Leadership and Advocacy in Counselor Education

Hours 3

The course is designed for advanced counseling students who study leadership and advocacy in Counselor Education.

BCE650 Couns Stratg Fam Relatns

Hours 3

Examination of theoretical and applied elements of systemic intervention with troubled families. Offered spring semester.

BCE652 Couns Stratg Adult-Child

Hours 3

Examination of theoretical and applied elements of intervention with discordant relationships between adults and children. Offered summer terms only.

BCE653 Intro Play Therapy

Hours 3

This course is an introduction to the use of play therapy. It includes the history of play as a therapeutic medium and the techniques a health care professional can use in practice.

BCE698 Non-Dissertn Research

Hours 3-6

Directed research not related to dissertation research. Variable offerings.

Prerequisite(s): Instructor Approval

BCE699 Dissertation Research

Hours 1-15

Student research for writing dissertation.

BEF503 History Of Amer Educn

Hours 3

An interpretive history of the educational and social movements and conflicts leading to understanding contemporary issues of educational aims, curriculum, teaching methodology, administrative policy, and the professionalization of teaching. Offered in alternate semesters and in summer school.

BEF504 Philosophy Of Educ

Hours 3

An examination into the meaning and purpose of education in light of major philosophical problems of knowledge, value, and reality. Offered in alternate semesters and in summer school.

BEF507 Sociology Of Education

Hours 3

A sociological emphasis on cultural factors (such as ethnic background; socioeconomic status; family, peers, and community; and sex-role stereotyping) that influence education in a pluralistic society.

BEF510 Phil Hist Socl Founds Ed

Hours 3

Drawing on interdisciplinary study in philosophy, history, and sociology, this course examines the purposes and development of schools in relation to the social, cultural, political, and intellectual makeup of society.

BEF534 Multicultural Education

Hours 3

Studies in selected aspects of the social, cultural, and political foundations of society, with a critical evaluation of their relevance for understanding diversity in educational institutions and in creating pedagogies that meet the diverse needs of students.

BEF575 Found Educn Through Film

Hours 3

One of the most powerful media for awakening and reflecting on ideas is film. This course uses various films with educational themes to examine social and philosophical issues in education.

BEF577 Readings in Critical Sociology of Education

SP

Hours 3

Readings in Critical Sociology of Education will provide graduate students with post introduction type of readings into significant theories and theorists of the sociology of education from a critical perspective. This perspective will give students a conceptual tool to interpret important theoretical frameworks necessary for research into educational issues. Prerequisite - Admission into Graduate School.

Special Topics Course

BEF585 Language Politics & Education

Hours 3

This course provides students a broad overview of language policy and planning. Drawing on international case studies, students will identify different foci of language planning, including status, corpus, and acquisition planning, as well as the different linguistic and political views that inform policy.

BEF607 Readings In Soc Of Ed

SP

Hours 3

Individualized readings in the sociology of education, with a focus on the educator as a reflective practitioner and facilitator of learning.

Special Topics Course

BEF638 Civil Rights, Law, and Equity in P-12 Education

Hours 3

This course introduces students to legal and policy initiatives aimed at expanding educational civil rights and limiting educational and social inequities. This course helps analyze key legal cases, especially decisions from the United States Supreme Court. The course also allows students to understand the social movements that have led to policies related to civil rights in education.

BEF639 Educ Theory And Policy

Hours 3

A critique of educational theory (learning, curricular, instructional, administrative) and its implications for policy making.

BEF640 Studies History Of Education

Hours 3

A critical examination of significant events, movements, or individuals in the history of education.

BEF641 Studies Social Foundatn Educatn

Hours 3

A special topics course providing an in-depth analysis of important individuals, theories, and contemporary issues in the social foundations of education.

BEF642 Studies Philosophy Education

Hours 3

This course provides in-depth analyses of important individuals, ideas, or concepts that have helped to develop, expand, or shed light on our philosophical understandings of the myriad and contested purposes, policies, and practices of schooling.

BEF644 Phil Science Rel Ed Res

Hours 3

An inquiry into the basic assumptions and principles underlying scientific research in education. Offered spring semester.

BEF650 Theories of Race and Education

Hours 3

This course explores the history, theories, and educational implications of race in the areas of pedagogy, curriculum, and educational policy.

BEF653 Studies in Higher Ed History

Hours 3

A critical examination of significant events, movements, or individuals in the history of higher education.

BEF654 Phil & Amer Higher Ed

Hours 3

An analysis of the language, concepts, and value judgments embedded in higher-education policy issues.

BEF667 Multicult Soc Ed Leadershp

Hours 3

An advanced inquiry into contemporary social and cultural dimensions of education and their relationships to leadership. Includes issues of diversity, gender, ethnicity, pluralism, and equality.

BEF669 Curriculum and the Study of Schooling

Hours 3

The course is an inquiry into the school curriculum. It provides a critical analysis of the relationship between curricular decision-making and prevailing social and political systems. The course emphasizes contemporary issues and problems in school leadership and the wider school experience.

BEF681 Ethics And Education

Hours 3

An exploration and examination of traditional and contemporary ethical issues confronting educational leaders, managers, and teachers at all levels of the educational process. Emphasis on an interdisciplinary approach to foundations in ethical theory and establishing a conceptual framework for the resolution of moral and ethical questions prevalent across the educational spectrum.

BEF690 Seminar in Argumentation and Analysis in Social Theory

Hours 3

In this course, students will do a comparative reading of canonical texts in the field of social and cultural studies. Topics will vary semester to semester in order to make the course repeatable for credit.

BEF695 Seminar in Curriculum Leadership

Hours 3

An advanced seminar for students to explore, discuss, and interpret contemporary curriculum practice and research. Provides students with opportunities for critical inquiry into an area of specialized need and interest.

BEF698 Non-Dissertation Research

Hours 1-6

Individual research in history, philosophy, or sociology of education.

BEP500 Adv Educational Psych

Hours 3

Principles of educational psychology for teaching and for educational services in schools and colleges.

BEP501 Proseminar in Educational Psychology

Hours 3

This course presents an introduction to doctoral studies in Educational Psychology at The University of Alabama.

BEP505 Motivation and Self-Regulation

Hours 3

Investigates the development of self-regulatory processes and the match between those processes and educational practice. Transitions from home to school, elementary to secondary, and high school to college/work are considered in depth.

BEP541 Foundations of the Learning Sciences

Hours 3

Provides a foundation in the learning sciences and cognitive research with a particular focus on educational settings.

BEP550 Life Span Development

Hours 3

A study of principles and concepts of physical, cognitive, personality, and social development from conception through death.

BEP561 Social Cult Basis Behav

Hours 3

Provides fundamental knowledge regarding the methods in which social and cultural interactions and histories influence human behavior. Focuses on application of social psychology principles and multicultural issues to increase awareness and improve skills across a variety of social settings, including schools and human-service agencies.

BEP565 Personality & Social Dev

Hours 3

Examines the major theories of personality and social-emotional factors as they impact on the learning process and educational practice. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

BEP570 Foundations of Educational Neuroscience

Hours 3

A survey of main issues and topics in educational and cognitive neuroscience, cognitive science, and learning sciences. The course is open to all graduate students from any program.

BEP598 Non-Thesis Research

Hours 1-6

Research conducted by student.

BEP599 Thesis Research

Hours 1-6

Research conducted by student for thesis.

BEP600 Contemp Educ Psych Prob

Hours 3

Thorough exploration of current problem areas in education and the impact and perspectives of educational psychology.

BEP601 Family, School, and Community Relationships

Hours 3

Provide candidates with a strong foundation for understanding family, school, and community partnerships, and to build their abilities to put this knowledge into practice within their own school settings.

BEP610 Doctoral Seminar in Educational Psychology

Hours 1

An advanced seminar covering special topics in Educational Psychology. It provides students with opportunities to present their own research, gather feedback on their projects, practice presentation skills, learn about novel research findings in the field, and establish collaborations between students, UA faculty and external researchers.

BEP641 Seminar in Learning and Cognition

Hours 3

Cognitive approaches to learning/teaching with focus on what constitutes authentic learning. Topics/themes include nature of preschool learning, sources contributing to learning, constructivism and holistic perspectives.

BEP645 Developmental Cognitive Neuroscience

Hours 3

This course presents a broad overview of current research and methods in the field of developmental cognitive neuroscience with a particular focus on its relevance to teaching and learning. The course starts with a review of how the brain develops from conception into adulthood, with a focus on how changes in neuro-development affect learning.

BEP650 The Psychology of Morality

Hours 3

An overview of the psychology of morality with a particular focus on the processes leading to moral action. Specialty topics include measurement, gender, cross-cultural, and educational issues. Character education will be discussed with special attention to the empirical and theoretical background of current character education programs.

BEP651 Neuroscience of Morality

Hours 3

This course provides a thorough exploration of the neuro-scientific and psychological basis of morality and moral functioning. It addresses interdisciplinary topics and issues taken from recent research on morality.

BEP652 Readings in Character Education

Hours 3

This course will provide an in-depth, graduate-level introduction to character education from a neo-Aristotelian virtue ethics perspective. The course will emphasize eudaimonic conceptions of human flourishing of which character is a necessary but not sufficient component. The course has significance for educators wanting to cultivate character among students.

BEP656 Embodied and Situated Approaches to Education

Hours 3

This course aims to help participants understand and apply principles derived from research on embodied and situated cognition. The course will start by defining embodied and situated cognition in relation to different approaches and by focusing on their relevance to educational practice.

BEP660 Reading, Language and the Brain

Hours 3

In this course, students will examine how human linguistic properties are acquired, developed, organized, and processed in the brain. Formal linguistic properties (phonology, morphology, syntax, etc.) will be defined and related to cognitive mechanisms and relevant brain structures. Key journal articles, both foundational and innovative in nature, will be used to examine how neuroimaging has been and can be used to study reading and language processes in the brain.

BEP670 Research Methods and Trends in Educational Neuroscience

Hours 3

Focuses on research methods and trends in educational neuroscience. Seminar format with some data analysis activities. Topics will emphasize research trends, methods (e.g. MRI, EEG) and neuroscience theory (e.g. connectivity).

BEP671 Introduction to Functional Magnetic Resonance Imaging

Hours 3

This course provides an introduction to the fMRI technique, covering its main advantages and limitations, and including hands-on lab sessions in which the student will learn the basics of fMRI analysis using an existing fMRI dataset.

BEP672 Teaching Ed Psych Coll

Hours 3-12

Seminar for graduate student instructors. Students must be GTAs in educational/school psychology. Designed to help GTAs use reflective decision making and knowledge of educational psychology to teach undergraduates.

BEP674 Computational Methods in Cognitive Neuroscience

Hours 3

This course focuses on coding, signaling processing, and computational methods and skills that are essential for conducting cognitive and educational neuroscience research.

Prerequisite(s): Instructor Approval

BEP675 Cognitive Electrophysiology

Hours 3

This course focuses on cognitive electrophysiology methods used in cognitive and educational neuroscience, particularly EEG (electroencephalogram) and ERP (event-related potentials) methods.

BEP690 Readings In Educ Psych

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Hours 1

An advanced seminar covering special topics in Educational Psychology.
Special Topics Course

BEP698 Non-Dissertatn Research

Hours 3-12

Participation in a research project relating to educational psychology.

BEP699 Dissertation Research

Hours 1-15

Research by student for dissertation.

BER500 Intro Educatn Research

Hours 3

An overview of research methodology, primarily for master's students.

BER540 Statistical Methods In Educ

Hours 3

This course covers basic descriptive and inferential statistics, including measures of central tendency and dispersion. Hypothesis testing related to one-sample z-and t-tests; independent and dependent sample t-tests; correlations; and chi-square and simple regressions are included.

BER550 Eval Classroom Learning

Hours 3

An examination of concepts, principles, purposes and tools used in the construction and use of assessment instruments in all educational settings. Attention will be on the use of assessment information for educational decision making. Students will learn how to evaluate the psychometric properties of an assessment tool, to interpret scores, norms, scales, data and grades, and to engage in ethical assessment practices.

BER555 Measurement and Evaluation in the Social and Behavioral Sciences

Hours 3

This course offers a survey introduction to the history, principles and main perspectives of the study of measurement and evaluation in the social and behavioral sciences. Students will acquire specialized knowledge and skills in test theory, test and instrument development and validation, program evaluation and analysis of educational and psychological data.

BER558 Introduction to Psychometrics Theory

Hours 3

The purpose of this master's level course is to help graduate students develop a scholarly way to think, reflect on, and critique extant research and theory in education through the lens of psychometrics. The following major topics will be explored: Overview of the history of psychometrics and theories of measuring psychological constructs; validity, reliability and fairness.

Prerequisite(s): BER 540

BER600 Survey of Educational Research

Hours 3

This course is an overview of the main research methods and procedures used in educational studies. Because the course emphasizes the use of the main quantitative and qualitative methods used in writing doctoral dissertations, it is especially useful for doctoral student.

BER603 Survey Research In Educ

Hours 3

Comprehensive introduction to using survey instruments for research purposes. Survey development, construction, validation scaling, sampling, and research methods as they apply to matching the survey to research questions are covered.

Prerequisite(s): BER 540

BER610 Professional Seminar in Educational Research

Hours 3

This graduate seminar course serves to introduce students in Educational Research to knowledge, skills, and dispositions that will help them become successful graduate students, scholars, and practitioners. As such, this course will engage students with topics of relevance to their personal, scholarly and professional trajectories.

BER613 Qualitative Research for Organizational Leaders: Interviewing and Focus Groups

Hours 3

This course serves as an introduction to the field of qualitative educational research, with a focus on responsibly and ethically engaging in interview-based research methods in educational settings. Students will consider different individual and focus group interviewing approaches, which will include attention to research subjectivity, positionality, and power dynamics related to organizational leadership and research processes.

BER614 Qualitative Research for Organizational Leaders: Case Study and Observations

Hours 3

This course focuses on qualitative observational research approaches, including ethnography, and case studies in educational settings. Students will consider different case study and observation-based approaches, which will include 1) evaluating, designing, and implementing case study research, and 2) learning to collect, refine, and analyze observation-based data within and beyond case study methods.

Prerequisite(s): BER 613

BER630 Qualitative Case Study Research Methods

Hours 3

The course examines case studies of individual practices, discrete institutions and organizations, as well as state-level policies while also exploring the research methods used to inform the production of case study representations and the the various styles used in case study writing. Offered summer term.

BER631 Inqry As Interp: Qual I

Hours 3

Examines the history and philosophy of naturalistic studies of human experience. Concentrates on post-positivistic, phenomenological, structuralist, and post-structuralist theory and modes of analysis. Course assignments provide practice with rudimentary qualitative research skills. Offered fall, spring, and summer semesters.

BER632 Reflect Resist: Qual II

Hours 3

This course examines the irony and ideology of naturalistic studies of human experience. It focuses on the epistemic limits of any method of research representation, and the political and ethical implications of those limits. Course assignments provide practice with intermediate qualitative research skills, including participant observation, field note development, and interviewing skills. Offered spring and summer semesters.

Prerequisite(s): BER 631 or BER 630

BER633 Ethics & Aesth:Qual III

Hours 3

Examines the ethics, aesthetics and opportunities for advocacy in naturalistic studies of human experience. Explores feminist, Afrocentric, critical theoretic, artistic and journalistic conceptions of data collection, and a variety of styles and formulas for research writing. Course assignments support the development of students' research interests and are geared toward scholarly publication. Offered all semesters.

Prerequisite(s): BER 630 or BER 631 with a minimum passing grade of C, and BER 632 with a minimum passing grade of C

BER634 Narrative Inquiry

Hours 3

This course serves as an introduction to narrative inquiry and analysis in qualitative research. Topics covered include: theoretical and philosophical underpinnings of narrative inquiry, ethics and reflexivity in narrative inquiry, analytic methods in narrative inquiry, narrative interviewing, and (re)presenting narrative work.

Prerequisite(s): BER 631 or equivalent

BER635 Materialist Theories in Qualitative Research

Hours 3

This course examines the implications of the materialist turn in qualitative inquiry, challenging students to think beyond linguistically-oriented forms of research (those based solely on words) to consider intersections with relationally-informed conceptions of materialism. Students will learn the theoretical bases for materialism and design a qualitative study informed by this perspective.

Prerequisite(s): BER 631 or equivalent

BER636 Qualitative Interviewing

Hours 3

This course serves as an introduction to qualitative interviewing in human subjects research. Topics covered include: 1)Types of qualitative interviews (e.g. phenomenological ethnographic, feminist, and focus group interviews); 2)The ways that theoretical frameworks have historically shaped interviewing and the ways that theories inform students' interviewing approaches; 3)The ethical concerns of conducting different forms of interviews with different populations.

Prerequisite(s): BER 631 or equivalent

BER637 Arts-Based Research

Hours 3

This course consists both the historical and current landscape of arts-based research and its place in/against the field of qualitative research. Further, it engages students in readings that span the breadth of arts-based research practices, while cultivating opportunities for students to become arts-based research practitioners.

Prerequisite(s): BER 631 or equivalent

BER638 Social Justice in Qualitative Research

Hours 3

This course is designed to examine the role that research can play in uncovering and addressing systemic forms of oppression. The course explores the importance of and challenges involved in engaging in anti-oppressive, socially just, culturally sensitive, and decolonizing research activities. Students will also consider philosophical underpinnings and methodological approaches to educational research that support justice aims in research.

Prerequisite(s): BER 631 or equivalent with instructor approval

BER639 Applied Regression Analysis

Hours 3

This course will help students better understand how to conduct and interpret analysis for educational research. Students will learn how to estimate different types of regression models, interpret the results and draw meaningful and substantive conclusions. Although mathematical foundations will be explored, the course will focus primarily on the conceptual and applied aspects of regression analysis.

BER640 Advanced Statistical Methods in Education

Hours 3

The primary emphasis of this course focuses on the relationships between a single dependent variable and one or two independent variables. Although more complex models can be considered (i.e. more than two independent variables) generalizations for the models discussed in this case can be applied to a multiple-variable scenario. Topics covered include: one-way ANOVA, two-way ANOVA, repeated measures ANOVA and multiple regression.

Prerequisite(s): BER 540 or equivalent.

BER642 Advanced Regression Methods

Hours 3

Different multiple regression methods are presented including an overview of ordinary least squares regression, ordinal regression, logistic and probit regression, loglinear, mixed, and regression discontinuity. Interpretation of results diagnostics, and applications are covered for the several glm models.

Prerequisite(s): BER 639 or BER 640

BER643 Multivariate Statistics

Hours 3

This course is designed to introduce students to the various types of multivariate statistical techniques used in the social sciences. Multivariate statistics focus on two or more dependent variables with one or more independent variables. Computer applications are included to facilitate the understanding and interpretation of different multivariate statistical techniques.

Prerequisite(s): BER 642

BER644 Introduction to Bayesian Inference

Hours 3

Bayesian methodology is used in designing innovative or complicated statistical models. We will explore what Bayesian Modeling is and the differences in how statistical inference is both viewed and done. The majority of this class will be spent learning common models and model-fitting methods.

Prerequisite(s): BER 540, BER 639

BER645 Advanced Experimental Design

Hours 3

This course covers the advanced statistical methods commonly used in experimental design, including specialty ANOVA designs and varied designs for experimental studies. Topics include Factorial ANOVA, Randomized Block Designs, Nested Designs, Random and Mixed Effects ANOVA, Repeated Measures ANOVA, and Incomplete Block Designs.

Prerequisite(s): BER 639 or BER 640

BER646 Structural Equation Modl

Hours 3

This course provides an introduction to the basic concepts of structural equation modeling, including approaches to regression, path analysis, confirmatory factor analysis, and model building with dependent and independent variables.

Prerequisite(s): BER 642 or BER 643

BER647 Experimental Research Design Single-Case Research

Hours 3

This course will introduce basic single-case research design principles and strategies that can be used in research in educational and other applied settings. The purposes of the course are to provide students with an understanding of potential applications of single/within case research strategies, a working knowledge of commonly used single-case research designs and strategies for evaluating single-case research outcomes.

Prerequisite(s): BER 540

BER648 Advanced Structural Equation Modeling

Hours 3

This course is designed to introduce students to the various advanced structural equation modeling applications not commonly covered in basic SEM courses. The topics covered in the course include Non-Linear SEM, advanced confirmatory factor analysis techniques, Mixture Modeling (Latent class Analysis, Growth Mixture Models, Latent Transition Models), data imputation and Monte Carlo Simulation.

Prerequisite(s): BER 642, BER 643, and BER 646

BER657 Applications of Psychometric Theory

Hours 3

The purpose of this doctoral level course is to help graduate students develop a scholarly way to think, reflect on, and critique extant research and theory in education through the lens of psychometrics. The following major topics will be explored: Overview of the history of psychometrics and theories of measuring psychological constructs; validity, reliability and fairness.

Prerequisite(s): BER 540

BER658 Psychometric Theory Prac

Hours 3

The major topics covered in this course include true score reliability, validity, classical theory, generalizability theory, contemporary theory and item response theory. Computer applications are required.

Prerequisite(s): BER 540 and BER 558 with a minimum passing grade of C

BER660 Eval I:Theory & Practice

Hours 3

This course covers the concepts and techniques used for evaluating education programs, projects, materials, curriculum, and personnel. Field work and computer analyses are required.

BER661 Evaluation 2 Improvement Science Methodologies

Hours 3

This course will introduce students to the six principles of Improvement Science and related, "engaged research" methodologies (e.g. Design-Based Implementation Research, Developmental Evaluation). It will provide an opportunity to apply these principals to a problem of practice in schools and/or health and human service agencies. Students will learn to assess systems-level problems and barriers through Causal Systems Analysis, develop complex theories of action through diagrams, and design and implement Plan-Do-Study-Act (PDSA) Cycles.

Prerequisite(s): BER 540; BER 631

BER663 Casual Inference

Hours 3

This course introduces the statistical theory that guides the design and analyses of experiments and quasi-experiments. Specifically, this course will provide conceptual, technical, and hands-on training in a) the design and analyses of multilevel/longitudinal randomized controlled trials (RCTs); b) propensity score analysis and related methods; c) instrumental variables analysis; d) difference-in-difference analysis and related methods including fixed effect models, comparative interrupted time-series analysis and synthetic control; e) recent development of application of matching learning techniques in casual inference.

Prerequisite(s): BER 640 or equivalent

BER664 Multi-Level and Longitudinal Modeling

Hours 3

This course provides an introduction to multi-level models (MLM). These models afford an analysis of nested data. Data with a nested structure are common in social science research (e.g. students are nested within classrooms) as well as other disciplines and fields. This course explores the different kinds of multi-level models and approaches (e.g. bootstrap/jackknife) that can be used to analyze large-scale survey data.

Prerequisite(s): BER 641

BER665 Mixed Methods Research Design

Hours 3

Course participants will be provided with an overview of the history and foundations of mixed methods research, literature on emerging trends in mixed methods research, types of MM designs, types of research problems addressed by MM research, data collection and analysis strategies, and reporting and evaluating mixed methods research.

Prerequisite(s): BER 540 and BER 631

BER669 Item Response Theory

Hours 3

This course provides an introduction to item response theory (IRT). Major topics include 1) IRT models for dichotomous and polytomous data (e.g. Likert scales and partial credits). 2) basic estimation procedures, 3) differential item functioning (DIF) methods for evaluating validity and/or fairness in a scale, survey or educational assessment, and 4) applications using IRT software.

Prerequisite(s): BER 540 or BER 639 or BER 640

BER670 Rasch Techniques for Constructing and Evaluating Measurement Instruments

Hours 3

This course provides graduate students with an introduction to techniques for constructing and evaluating measurement instructions in the human sciences. Major topics include the latent trait models proposed by George Rasch and extensions of these models (dichotomous, polytomous, many-facet), the philosophy for measurement that corresponds to these models, software applications for conducting analysis with Rasch models, the interpretation and use of results from Rasch model analysis, and opportunities to evaluate real-world applications of Rasch models.

Prerequisite(s): BER 540; BER 640 OR BER 639 (recommended)

BER671 Cognitive Diagnosis Modeling

Hours 3

This course provides a robust overview of cognitive diagnosis modeling, a novel psychometric framework for developing educational and psychological tests and analyzing item-response data. In addition to exploring the foundational frameworks for cognitive diagnosis modeling the course covers the most recent developments in the field, including models for cognitive diagnosis and skill and item association validation.

Prerequisite(s): BER 540 or BER 639 or BER 640

BER672 Mentored Teaching in Educational Research Methodology

Hours 3

This course provides students with the opportunity to assist with teaching a research methods course. Working closely with an Educational Research faculty member, students will gain experience in designing curriculum, implementing thoughtful pedagogical practices, as well as insight into the affordances and challenges that accompany teaching various research-related topics.

Prerequisite(s): Completion of 12 credit hours in BER courses.

BER687 Field Work Educational Research

Hours 3

The field-based experience in educational research is a student-initiated research project that is conducted with faculty supervision. Field work is required.

Prerequisite(s): BER 540 or BER 631

BER689 Practicum Educ Research

Hours 3-12

Practicum is a faculty-initiated research project done with faculty supervision. The work is related to the advisor's research interests. Field work may be required.

Prerequisite(s): BER 540 or BER 631

BER690 Readings In Educ Res

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Hours 1-3

Offered fall and spring semesters and in summer school.

Special Topics Course

BER695 Spec Top in Ed Research

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Hours 3

This special topics course will be focused on selected current advanced statistical and/or research methods in Educational Research.

Prerequisite(s): By permission of instructor only

Special Topics Course

BER698 Non-Dissertat Research

Hours 3-12

The course is for Educational Research PhD students who are conducting research that precedes or is different from dissertation research.

BER699 Dissertation Research

Hours 1-12

The course is for Educational Research PhD students who have been admitted to doctoral candidacy and are engaged in work related to their dissertation.

BSP501 Professional Issues and Ethics in School Psychology

Hours 3

This course deals with pertinent issues in school psychology, such as ethics, theory, history and foundations of school psychology, legal issues, professional issues and standards, alternative models for delivery of school psychological services, as well as, roles and foundations of the school psychologist.

BSP502 Professional Seminar in School Psychology

Hours 3

This graduate seminar course serves to introduce students in School Psychology to knowledge, skills, and dispositions that will help them become successful graduate students, scholars, and practitioners. As such, this course will engage students with topics of relevance to their personal, scholarly, and professional trajectories.

BSP504 Ethical and Professional Issues in Behavior Analysis

Hours 3

This course is an introduction to the main roles and functions, the primary professional issues and the legal as well as ethical standards that are associated with the work of behavior analysis.

BSP515 Cog Acad Assmnt Decsn Makng

Hours 3

Cognitive and academic assessment and psychological case report writing, focusing on standardized measures, as well as authentic and direct techniques, and treating the topics from perspectives in data based decision making and intervention for children with learning and behavior problems.

BSP516 Social Behav Assmnt Decisn Mak

Hours 3

Study of behavioral and social-emotional assessment, emphasizing data-based decision making for children with learning and behavioral problems; using data in meaningful educational and psychological interventions is also stressed.

BSP520 Cognitive and Academic Assessment and Data-Based Decision Making

Hours 3

The course is primarily focused on how to write cognitive and academic assessments and psychological case reports. The course accounts for the use of standardized measures and authentic and direct techniques, as well as for data-based decision making and the consideration of interventions for children with learning and behavioral problems.

BSP521 Cognitive and Academic Assessment and Data-Based Decision Making

Hours 3

The course instructs students on cognitive and academic assessment and psychological case report writing, focusing on standardized measures, as well as, authentic and direct techniques, and perspectives in data-based decision making and interventions for children with learning and behavior problems.

BSP523 Social-Behavioral Assessment and Data-Based Decision Making

Hours 3

The study of behavioral and social-emotional assessment that emphasizes data-based decision making for children with learning and behavioral problems and that stresses the use of data in educational and psychological interventions.

BSP580 School-Based Practicum in Assessment

Hours 3

School-based practicum requiring 150 hours of supervised experience in assessment. Course emphasizes intellectual, achievement, behavioral, and social-emotional assessment of children with learning and/or behavioral problems and use of assessment in team decision making.

Prerequisite(s): BSP 521 & BSP 523, Minimum grade of B

BSP586 Assessment Practicum

Hours 3

Requires 150 hours of supervised experience in assessment and is conducted in public schools or other agencies. Intellectual, achievement, behavioral, and social-emotional assessment of children with learning and behavioral problems and use of assessment in team decision making are emphasized.

BSP588 Intern School Psychomtry

Hours 3-6

The student performs the duties of a school psychometrist in a school system, under supervision.

BSP601 Appl Pediatric Neurpsych

Hours 3

Study of applied brain-behavior relationship in the areas of academics, behavior, and social/emotional skills. Various disorders, assessment techniques, interventions, and preventions will be examined and discussed.

BSP632 Behavior Interventions

Hours 3

This course focuses on the knowledge and practical skills necessary for developing applied interventions related to a variety of behavior problems in a variety of settings. Specific principles and procedures for assessing behavior, developing interventions, and making data-based decisions will be addressed.

Prerequisite(s): BSP 501 or permission of the instructor

BSP633 Academic Interventions and Data-Based Decision Making

Hours 3

This course is an advanced study of assessment and remediation of student deficits, skill-by-treatment interaction, systems consultation, organizational change, theories and research underlying instructional and academic interventions, and data-based decision making that meets the needs of all students within school settings.

Prerequisite(s): BSP 501 or permission of the instructor

BSP634 Advanced Concepts and Principles in Behavior Analysis

Hours 3

This course is an introduction to the foundational concepts and principles of applied behavior analysis and the coverage of more advanced theoretical constructs in behavior analysis.

BSP636 Positive Behavior Interventions and Supports

Hours 3

This course is designed to provide guidance for practitioners in special education or general education settings. Educators will learn the background of Positive Behavior Interventions and Supports (PBIS), focusing on evidence-based components across all three tiers, on key practices, as well as on methods of monitoring progress within a multi-tiered system of support.

BSP638 Consultation and Supervision

Hours 3

This course addresses the application of consultation and supervision theories to support teachers, administrators, parents and various community agencies. This course emphasizes behavioral, ecological, mental health and organizational models and use of data-based decision making to plan and implement appropriate interventions for children with social and behavioral challenges and disabilities.

Prerequisite(s): BSP 632 or permission of instructor

BSP660 Psychopathology

Hours 3

Thorough examination of the history, scope, and understanding of abnormal behavior through the life span, with emphasis on educational and clinical implications. The most recent classification system is used to structure topics and issues in the course.

BSP670 Educational and Historical Foundations of Psychology

Hours 3

This course will explore the origins of psychology in philosophy and the sciences, the development of the science of psychology in the 19th and 20th centuries, and prevailing theoretical perspectives and key research findings in the field. The role of culture, science and technology in the development of psychological ideas will also be addressed. The course includes a focus on the profession of psychology from a diversity and multicultural perspective.

Prerequisite(s): Instructor Approval

BSP673 Research/Ethics Seminar

Hours 3

Covers topics of current interest to school psychologists.

BSP683 Advanced School-Based Practicum

Hours 3

The practicum requires 150 hours of supervised experience in the practice of school psychology, including consultation and intervention with children, parents, teachers, and administrators in public schools or other agencies.

Prerequisite(s): BSP 501, BSP 580, BSP 632

Prerequisite(s) with concurrency: BSP 633

BSP686 Consult Interv Practicum

Hours 3

Requires 150 hours of supervised experience in conducting consultation and intervention (within a team-decision-making framework) with children, parents, teachers, and administrators in public schools and other agencies.

BSP687 Specialist Internship

Hours 3-6

The student performs the activities of a school psychologist in an educational or other agency, under supervision.

BSP688 Doctor Intern School Py

Hours 3-6

The student performs the duties of a school psychologist in an educational agency, under supervision.

BSP690 Readings School Psych

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Hours 1-6

An opportunity for the student to study intensively a topic in school psychology, covering a sizable body of literature (the topic chosen should nevertheless be narrower than that subsumed under the name of a course).

Special Topics Course

BSP696 Advanced Doctoral Practicum-School Psychology

Hours 3

Supervised field experiences for doctoral students that focus on conducting school psychology assessments, consultations, and interventions with children, parents, teachers, and administrators in public schools and other agencies.

Prerequisite(s): BSP 580, BSP 683

BSP698 Non-Dissertatn Research

Hours 3

Participation in a research project relating to school psychology.

BSP699 Dissertation Research

Hours 1-12

Research for student's dissertation.

CAT531 Computer Based Instruction

Hours 3

This is an introductory course in the fundamentals of computer applications for educational use. The course explores current and emerging tools and trends for online learning strategies, communication, productivity, presentation, research, and classroom administration.

CEE515 Science in Early Childhood and Elementary School

Hours 3

Designed to expand knowledge and competencies of early childhood and elementary teachers of science with specific focus on current standards, research, and inquiry models of instruction.

CEE516 Social Science in Early Childhood and Elementary School

Hours 3

The focus is on current trends in early childhood and elementary social studies, with particular attention to innovative instructional modes and to relating learning to the learners' social environment.

CEE517 Lang Arts In Elem Sch

Hours 3

Designed to extend and strengthen the knowledge and competencies of experienced teachers of communication arts and skills in the elementary school.

CEE525 Issues Trends in Early Childhood and Elem School Science

Hours 3

Focus on current research and trends in early childhood and elementary science with respect to historical, political, and socio-cultural contexts.

CEE526 Implementing Early Childhood and Elementary Social Studies

Hours 3

The focus is on considering and applying to one's own classroom the research base of investigating social studies curricula and instruction in early childhood and elementary education.

CEE530 Modern Elementary School Programs

Hours 3

The evolving elementary school and its program, with emphasis on analysis of current trends that directly affect modern school practices in a societal context.

CEE532 Early Childhood and Elementary School Curriculum

Hours 3

The purpose of this course is to focus on historical, current trends, and projective perspectives that influence the evolving early childhood and elementary school curriculum framework.

CEE544 Current Trends and Research in Early Childhood Education

Hours 3

Students will review current trends and research related to early childhood education, including curriculum, assessment, play, quality, and family engagement. Students will synthesize and apply research and discuss implications for working with children birth through age eight.

CEE550 Intro to Teaching Early Childhood and Elementary School Science

Hours 3

Introduction to the teaching of science. Current research is emphasized supporting best instructional practices in science.

CEE560 Intro to Teaching Early Childhood and Elementary Social Studies
Hours 3

Teaching P-6 social studies using research-based instructional strategies and curriculum.

CEE565 Classics & Modern Literature for Early Childhood and Elementary Education
Hours 3

Designed to extend and strengthen the knowledge and competencies of experienced teachers in the following areas: major developments in literature for children; genres of children's literature; and effective methods of helping early childhood and elementary children enjoy and use literature.

CEE570 Teach Reading in the Elementary School
Hours 3

The course provides a foundation in the materials and methods of teaching elementary reading with an emphasis on development, assessment, and instruction for individual and small groups of students. Intensive field experience is required.

Prerequisite(s): CRD 369, CEE 320, CEE 491 and MUE 385

Prerequisite(s) with concurrency: CEE 365 and CEE 401 and CEE 492 and CEE 582 and CEE 595

CEE574 Guiding Early Childhood and Elementary Pupil Learning
Hours 3

Focuses on understanding how students learn, what physiological and environmental factors influence learning and how teachers can facilitate learning using brain-compatible learning. Included are theories-to-applications of brain-based learning research to classroom instructional situations in early childhood and elementary education.

CEE578 Teaching Language Arts in the Early Childhood and Elementary School
Hours 3

Deepening understanding of the materials for teaching of language arts in early childhood and elementary schools with emphasis on planning and implementing a writing program. Intensive field experience. Writing proficiency within the discipline is required for a passing grade in the course.

CEE580 Concepts of Early Childhood and Elementary School Mathematics
Hours 3

Focuses on the current research in P-6 mathematics education concerning how children learn mathematics.

CEE581 Early Childhood and Elementary Math Curriculum Research
Hours 3

Students learn the role and influence of mathematics curriculum and its interconnectedness to instruction and reflect about school, district, state and/or national curriculums. Explore current issues with US mathematics curriculum and unpack curriculum into intended, enacted, and assessed components for early childhood and elementary education.

CEE582 Teaching Mathematics to Early Childhood and Elementary Students
Hours 3

This course prepares students to effectively teach mathematics in P-6. Emphasis is on the current research in mathematics education.

CEE594 Problems
Hours 1-6

Opportunities to study or work independently on topics or projects of individual concern. Credit is based on the nature and degree of student involvement.

CEE595 Practicum in Early Childhood and Elementary Education
Hours 3

Supervised opportunities to apply knowledge and skills in a P-6 setting. Credit is based on the nature and degree of student involvement. Admission to TEP Program is required.

Prerequisite(s): CRD 369, CEE 320, CEE 491, and MUE 385

Prerequisite(s) with concurrency: CEE 365 and CEE 401 and CEE 492 and CEE 570 and CEE 582

CEE596 Advanced Practicum
Hours 3

A field-based course providing graduate students with opportunities to practice authentic classroom application of various content areas in P-6 education. Admission to TEP Program is required.

Prerequisite(s): CEE 365, CEE 492, CEE 570, CEE 582 and CEE 595

Prerequisite(s) with concurrency: CEE 401 and CEE 550 and CEE 560 and CEE 578 and BER 450

CEE597 Internship in Early Childhood Education and Elementary Education
Hours 3-12

Observation, participation, and teaching experiences supervised by selected cooperating teachers in P-6 schools. Additional supervision is provided by College of Education personnel.

Prerequisite(s): CEE 401, CEE 550, CEE 560, CEE 578, CEE 596, and BER 450

Prerequisite(s) with concurrency: EDU 500

CEE598 Non-Thesis Research
Hours 1-3

No description available

CEE616 Adv Soc Studies Elem Sch
Hours 3

The focus is on current trends and research in elementary social studies with particular attention to innovative instructional modes and relating learning to the learner's social environment.

CEE681 Whole Number & Operations in the Elementary Classroom
Hours 3

This course examines the mathematics content and related pedagogy of whole number and operations at the K-6 elementary level. Topics include prenumber, early number, place value, meaning of the four operations as well computational strategies, alternative algorithms, mental math, and estimation. Conceptual and research-based framings and methods are explored.

CEE682 Algebra & Rational Number in the Elementary Classroom

Hours 3

This course examines the mathematics content and related pedagogy of algebra and rational number at the K-6 elementary level. Topics include: equivalence, unknowns, relational thinking, patterns, functions, and general properties of arithmetic; understanding and representing rational number; and meanings of operations with rational number. Conceptual and research-based framings and methods are explored.

CEE683 Geometry & Measurement in the Elementary Classroom

Hours 3

This course examines the mathematics content and related pedagogy of geometry and measurement at the K-6 elementary level. Topics include: attributes of 2- and 3-dimensional shapes as well as classifying, dividing, combining, and transforming those shapes; and the meaning and process of measuring, including attributes, tools, and differing units and conversions. Conceptual and research-based framings and methods are explored.

CEE684 Data Analysis & Probability in the Elementary Classroom

Hours 3

This course examines mathematics content and related pedagogy of data analysis and probability at the K-6 elementary level. Topics include supporting K-6 students in: collecting, organizing, and representing data; selecting and applying statistical methods for analyzing data; interpreting data; and understanding and applying basic concepts of probability. Conceptual and research-based framings and methods are explored.

CEE687 Topical Research Review

Hours 3

Supervised opportunities to apply knowledge and skills in a professional setting. Credit is based on the nature and degree of student involvement.

CEE690 Advanced Seminar

SP

Hours 1-3

In-class opportunities to analyze and discuss current topics, problems, and/or projects of collective concern. Topics vary.

Special Topics Course

CEE694 Problems

Hours 1-6

Opportunities to study or work independently on topics or projects of individual concern. Credit is based on the nature and degree of student involvement.

CEE695 Practicum

Hours 1-12

Supervised opportunities to apply knowledge and skills in a professional setting. Credit is based on the nature and degree of student involvement.

CEE697 Specialist Degree Res

Hours 1-6

Systematic classroom inquiry is used to engage students in a teacher action research project.

Prerequisite(s): CEE 687

CEE698 Non-Thesis Research

Hours 1-3

*No description available***CEE699 Dissertation Research**

Hours 1-12

The independent research course partially fulfills required research dissertation hours toward the doctoral degree. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

CIE560 Principles in Mathematics Education: Equity & Access Issues

Hours 3

This course explores the principles and foundations of effective, high-leverage mathematics teaching practices and their subsequent impact on students with diverse backgrounds. Teachers, administrators, and/or others are introduced to beliefs, practices, and situations that are related to maximizing student potential and learning opportunities. Access and equity are well-defined, developed, implemented, and assessed for all. This course is for Class B or Class A Educator license.

CIE562 Tesol: Basic Methods

Hours 3

Theories, methods, and strategies for English as a second language that focus on communicative competence and cross-cultural understanding. Admission to TEP Program is required.

Prerequisite(s) with concurrency: CSE 592

CIE567 Improv Foreign Lang Instruct

Hours 3

Critical examination of theoretical perspectives, methods, major issues, and controversies pertinent to teaching foreign language; use of technology in language instruction is a critical component.

CIE575 Teaching Emergent Multilinguals in Public Schools

W

Hours 3

This course explores the pedagogies of translingual literacies to prepare teachers to serve emergent multilinguals in the U.S. public schools. It offers teacher candidates classroom strategies to make content comprehensive and accessible to emergent multilinguals. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Writing

CIE576 Linguistics Classroom Teachers

Hours 3

This linguistic course enables teachers to understand the basics of how the English language functions. Provides information essential for dealing with students whose native language is not English. Offers useful information about various English dialects as well.

CIE577 Second Language Acquisition

Hours 3

Introduction to and analysis of the main issues and theories in second language acquisition (SLA); students deduce and demonstrate instructional implications.

CIE578 Second Lang Test Assess Evaln

Hours 3

Preparation in the background and skills necessary to construct classroom-based tests, appropriately use published tests, and understand second or foreign language program evaluation.

CIE579 Tch English For Lang Prog/Pol

Hours 3

Theories of language learning, acquiring a second language, and current linguistic theories; emphasis is on programs, policies, and instructional methods of ESL education.

CIE580 Teaching Foreign Languages

Hours 3

Theories, methods, and strategies for foreign language teaching that focus on communicative competence and cross-cultural understanding; use of technology in language education is a critical component.

Admission to the TEP Program is required.

Prerequisite(s) with concurrency: CSE 592

CIE582 Dev Util Instr Matrls

Hours 3

No description available

CIE592 Field Work

Hours 1-3

A clinical experience taken concurrently with the methods course and designed to facilitate students' development of pedagogical skills, effective thinking, and professional problem solving.

CIE597 Elementary/Secondary Internsh

Hours 3-9

Elementary/Secondary Internship.

CIE599 Special Topics in Early Childhood, Elementary, and/or Secondary Education

SP

Hours 1-6

This course, offered on campus or abroad, provides opportunities to engage with topics or projects of collective concern in early childhood, elementary, and/or secondary education. Topics vary. May be repeated. Offered according to demand.

Prerequisite(s): Permission of instructor

Special Topics Course

CIE601 Conceptual Frameworks in Curriculum and Instruction Research

Hours 3

This course focuses on reading, analyzing, and creating conceptual frameworks that warrant research in Curriculum and Instruction. We will also attend to historical and material-discursive aspects of research paradigms that represent different conceptions of the human subject, agency, power, and data.

CIE602 Research on Learning in Curriculum and Instruction

Hours 3

This is a required course for Ph.D. students in Curriculum and Instruction. It aims to build the intellectual capacity needed to generate knowledge in the field of Curriculum and Instruction. It is one of four courses comprising the introductory course sequence for the Ph.D.

CIE603 Research on Teaching in Curriculum and Instruction

Hours 3

This is a required course for PhD students in Curriculum and Instruction. It is designed to build intellectual capacity to generate knowledge in the field of Curriculum and Instruction. It is one of the four courses comprising the introductory course sequence for the PhD.

CIE604 Critical Research in C&I

Hours 3

This course focuses on critical research practices within curriculum and instruction that foreground the purposive and contextual aspects of scholarly inquiry. Students will attend to historical, sociopolitical, and material-discursive aspects of various approaches to critical research, where "critical" signals research that explores power operates within and across communities we research and our own research practices. Emphasis vary.

CIE605 Teachers and Teaching Practices in Classrooms across the World

Hours 3

The focus of this course is research on teachers and their teaching practice in real classrooms.

CIE606 New Literacies

Hours 3

This course explores and applies theories of new literacies communication, learning, and research.

CIE609 Discourse & Pedagogy

Hours 3

This seminar will provide foundational training for doing discourse analytic work within research of teaching and learning, with a focus on the integration of theory and methodology. Participants will be asked to conduct an analysis of classroom discourse for final evaluation.

CIE610 Effective Teaching

Hours 3

Examination of the knowledge base in effective teaching practice through in-depth study of the research literature on classroom instructional practices and conditions, and on the classroom teacher. Designed specifically for doctoral-level students.

CIE620 Design Res Classrm Teach

Hours 3

The practice and use of reflection and action research with emphasis on developing professional skills in performing and applying research on classroom teaching and learning leading to teacher empowerment and school reform. Designed specifically for doctoral-level students.

CIE621 Writing for Academic Publication

Hours 3

This course will provide doctoral students with information about academic writing and project management. The tools, strategies and resources will be useful as students plan their thesis or dissertation and prepare research for dissemination. Students will learn writing habits, strategies for synthesizing research, and techniques for writing with clarity.

CIE625 Res Sem Science Curriculum

Hours 3

Designed to enable students to understand and synthesize current research and to develop a theoretical framework in the science curriculum for K-12.

CIE626 Res Sem Social Studies Curricl

Hours 3

Designed to enable students to understand and synthesize current research and to develop a theoretical framework in social studies education for K-12.

CIE627 Second Language Literacy

Hours 3

This course is designed to provide the student with an introduction to the major issues in research and instruction in second language (L2) literacy (reading and writing). An emphasis in this course is on literacy as a cognitive skill. The psycholinguistic processes of reading and writing in a second language will be addressed.

CIE630 Curric Classroom Teacher

Hours 3

This course discusses the major issues in curriculum design and implementation for the classroom teacher. Designed specifically for doctoral-level students.

CIE631 Research Apprenticeship in Curriculum and Instruction

Hours 1-6

The course is designed to introduce novice scholars to a variety of research practices in the field. Students will participate in an existing research project directed by a faculty member, with permission and under the supervision of that faculty member.

CIE632 Teaching Apprenticeship in Curriculum and Instruction

Hours 1-6

The course is designed to introduce novice scholars to a variety of teaching practices in the field. Students will participate in a teaching project directed by a faculty member (with permission and under the supervision of that faculty member).

CIE633 Supervision Apprenticeship in Curriculum and Instruction

Hours 1-6

The course is designed to apprentice novice scholars in a variety of supervision practices in the field. Students will participate in a supervision project directed by a faculty member (with permission and under the supervision of that faculty member).

CIE634 Research Apprenticeship in Early Childhood Education and Social-Emotional Learning

Hours 1-6

This course is designed to apprentice novice scholars in a variety of research practices. Students will participate in an existing research project (with permission and at the direction of faculty).

CIE635 Teaching Apprenticeship in Early Childhood Education and Social-Emotional Learning

Hours 1-6

This is an elective course for doctoral students in the PhD program. The course is designed to apprentice novice scholars in a variety of teaching practices related to early childhood education and social-emotional learning. Students will participate in planning, teaching, and assessment as directed by a supervising faculty member.

CIE636 Supervision Apprenticeship in Early Childhood Education and Social-Emotional Learning

Hours 1-6

The course is designed to apprentice novice scholars in a variety of supervisory practices related to early childhood education. Students will participate in supervisory activities directed by a faculty member.

CIE637 Research Apprenticeship in Elementary Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of research practices in the field. With the permission of a faculty member, students will participate in an existing research project supervised by a faculty member.

CIE638 Teaching Apprenticeship in Elementary Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of teaching practices in the field. With the permission of and under the supervision of a faculty member, students will participate in a teaching project.

CIE639 Supervision Apprenticeship in Elementary Education

Hours 1-6

The course is designed to apprentice novice scholars under the supervision of a faculty member and in a variety of supervision practices in this field. The permission of a faculty member is required for enrollment.

CIE640 Sem Teachr Educ Program

Hours 3

The course focuses on issues, problems, trends, and research associated with undergraduate and graduate teacher education and certification programs in Alabama, the U.S., and the world. Designed specifically for doctoral-level students.

CIE644 Student Teach Supervision

Hours 3

Organization and administration of student-teaching programs and methods of supervising student-teaching in schools. Designed specifically for doctoral-level students.

CIE645 Prof Cont: Tching & Lrning Com

Hours 3

Research-based focus using theoretical frameworks to examine and analyze the professional development continuum.

CIE646 Research Apprenticeship in Social Studies Education

Hours 1-6

The course is designed to apprentice novice scholars under the supervision of a faculty member, using a variety of research methods in a variety of settings. The permission of a faculty member is required for enrollment.

CIE647 Teaching Apprenticeship in Social Studies Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of teaching practices. Students will participate in a teaching project directed by a faculty member. The permission of a faculty member is required for enrollment.

CIE648 Supervision Apprenticeship in Social Studies Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of supervision practices. Students will participate in a supervision project directed by a faculty member. The permission of a faculty member is required for enrollment.

CIE651 Research Apprenticeship in Literacies and Languages Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of research methods and practices. Students will participate in an existing research project directed by a faculty member. The permission of a faculty member is required for enrollment.

CIE652 Teaching Apprenticeship in Literacies and Languages Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of teaching practices. Students will participate in a teaching project directed by a faculty member. The permission of a faculty member is required for enrollment.

CIE653 Supervision Apprenticeship in Literacies and Languages

Hours 1-6

The course is designed to apprentice novice scholars in a variety of supervision practices relevant to this field. Students will participate in a supervision project directed by a faculty member. The permission of a faculty member is required for enrollment.

CIE656 Sem For Language Educatn Resear

Hours 3

Examination and critical analysis of a wide range of perspectives from the professional literature on teaching and learning a foreign language.

CIE660 Cognitive Perspectives

Hours 3

The course focuses on systematic descriptions and analysis of major learning theories for classroom application. The intent is to contribute education insight toward more effective teaching through cognitive processes.

CIE661 Research Apprenticeship in Mathematics Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of research practices relevant to the field of mathematics education. Students will participate in an existing research project directed by a faculty member. The permission of a faculty member is required for enrollment.

CIE662 Teaching Apprenticeship in Mathematics Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of teaching practices relevant to the field of mathematics education. Students will participate in an existing teaching project directed by a faculty member (with permission and under the supervision of that faculty member).

CIE663 Supervision Apprenticeship in Mathematics Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of supervision practices relevant to the field of mathematics education. Students will participate in an existing supervision project directed by a faculty member (with permission and under the supervision of that faculty member).

CIE670 Critical Inquiry Curric Pedago

Hours 3

Examinations of different conceptualizations of curriculum and pedagogy in K-12; emphasis on critical theory and postmodern theory and critique.

CIE671 Research Apprenticeship in Science Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of research practices in science education. Students will participate in an existing research project directed by a faculty member (with permission and under the direction of that faculty member).

CIE672 Teaching Apprenticeship in Science Education

Hours 1-6

Students will participate in teaching a science education course with a faculty member (with permission and under the direction of that faculty member).

CIE673 Supervision Apprenticeship in Science Education

Hours 1-6

The course is designed to apprentice novice scholars in the supervision of field experiences. Students will be supervised and mentored by a faculty member, with faculty permission.

CIE675 Theory and Research on Emergent Multilinguals

Hours 3

This course explores the current research base and theoretical frameworks for doctoral students to understand the pedagogies of translingual literacies and study emergent multilinguals in the U.S. public schools.

CIE680 Sem In Math Educ Research

Hours 3

Designed to enable students to understand and synthesize current research and to develop a theoretical framework in mathematics education.

CIE681 Research Apprenticeship in STEM Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of research practices in the field. Students will participate in an existing research project directed by a faculty member. Faculty permission is required.

CIE682 Teaching Apprenticeship in STEM Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of teaching practices. Students will participate in a teaching project directed by a faculty member. Faculty permission is required.

CIE683 Supervision Apprenticeship in STEM Education

Hours 1-6

The course is designed to apprentice novice scholars in a variety of supervision practices in the field. Students will participate in a supervision project directed by a faculty member. Faculty permission is required.

CIE686 Research on Science Teaching

Hours 3

Principles and practices of research into science teaching with a focus on building researchers' professional identities in the field. Topics include the field-specific nature, purposes, methods, rhetoric and impact of research into science teaching.

Prerequisite(s): BER 600, BER 631, and BER 640. Instructor Permission required.

CIE687 Research Apprenticeship in Transformative Education

Hours 3

This is an elective course for doctoral students. The course is designed to apprentice novice scholars in a variety of teaching practices. Students will participate in planning, teaching (including collaborative-teaching experiences), and assessment as directed by a faculty member (with permission and under the supervision of that faculty member).

CIE688 Teaching Apprenticeship in Transformative Education

Hours 3

This is an elective course for doctoral students. The course is designed to apprentice novice scholars in a variety of teaching practices. Students will participate in planning, teaching (including collaborative-teaching experiences), and assessment as directed by a faculty member (with permission and under the supervision of that faculty member).

CIE693 Workshop

Hours 1-6

In-class opportunities to study or work on topics or projects of collective concern. Topics vary. May be repeated. Offered according to demand.

CRD510 Expanding Reading

Hours 3

A comprehensive study of the major factors involved in teaching reading at the intermediate grade levels. Techniques for teaching word recognition and comprehension skills are studied extensively.

CRD511 Beginning Reading in Pre-K and Primary Grades

Hours 3

Attends to the theory and practice of beginning reading; key areas of study include diagnostic and evaluative procedures and the organization and implementation of appropriate instruction for P-6. A field component is required.

CRD512 Impr Read Second Schools

Hours 3

A comprehensive study of the major components involved in literacy instruction at the secondary level. A field component is required. This course should be taken concurrently with the content methods course and CSE 592.

CRD569 Introduction to Literacy Education

Hours 3

This course provides an overview to the foundations of literacy development and instruction grades PK-12.

CRD590 Seminar In Literacy Coaching

Hours 3

A comprehensive study of the major theories of and components involved in providing professional development in literacy to teachers and schools.

CRD593 Practicum in Literacy Coaching

Hours 3

This course provides students with the ability to implement the knowledge base of current research in coaching teachers' literacy instruction by conducting literacy coaching and literacy professional development in P-12 schools.

CRD595 Practicum In Reading

Hours 1-12

Provides graduate students supervised opportunities to apply knowledge and skills in primary grade settings (preschool-2nd).

Prerequisite(s): Corequisites: CRD 511

CRD653 Foundations of Literacy Education P-12

Hours 3

This course explores multiple theories of literacy from a variety of perspectives and lenses. Additional areas of emphasis include a comprehensive study of the theoretical foundations and the history of literacy development and instruction in PK-12 settings, non-traditional settings (e.g. out of school context(s), and social contexts.

Prerequisite(s): Permission of the instructor.

CRD654 Re-envisioning Reading Assessment and Instruction

Hours 3

Provides advanced study of theoretical perspectives of diagnostic methods and materials for P-12 students at risk of reading failure.

CRD690 Advanced Seminar Crd

Hours 1-3

Provides students with a knowledge base of the relationship between theory, research and practice in regard to K-12 literacy education.

CRD693 Advanced Workshop

Hours 1-3

In-class opportunities to study or work on topics or projects of collective concern. Topics vary. May be repeated.

CRD695 Adv Practicum Readg Education

Hours 3

Provides graduate students supervised opportunities to apply knowledge and skills in intermediate grade settings (3rd-6th).

Prerequisite(s) with concurrency: CRD 510

CRD696 Adv Reading Specialist Practic

Hours 3

Provides reading specialist graduate students supervised opportunities to apply knowledge and skills in middle school and high school settings (7th-12th).

Prerequisite(s) with concurrency: CRD 654

CSE502 Building Humanizing Classroom Communities in Secondary Schools

Hours 3

A required course for candidates in secondary teaching programs that will focus on classroom management and building humanizing classroom communities in secondary classrooms. It will focus on aspects of engaged learning environments, positive responses to challenging behavior, classroom expectations and routines, building connections between home and school, and accountability and responsibility among learners.

CSE530 Mod Sec School Program

Hours 3

The evolving secondary school and its program, with emphasis on analysis of current trends that directly affect modern school practices in a societal context.

CSE532 Secondary Sch Curric

Hours 3

The evolving secondary school curriculum, from historical, current trends, and projective perspectives.

CSE555 Adolescent Literature

Hours 3

An introduction to literature appropriate for the adolescent reader; reading patterns and major concerns of adolescents.

CSE563 Improvg English Instr

Hours 3

Principles of learning applied to concepts, skills, attitudes, and problem solving in English and speech; diagnosis, enrichment, remedial teaching, and evaluation.

CSE564 Imprvg Soc Sci Instr

Hours 3

Exploration and examination of methods and materials for improving social studies instruction. Focuses on teaching for diverse learners, constructivist methods, critical thinking, interdisciplinary teaching, and various technologies as they apply to secondary social studies classrooms.

CSE565 Improvg Science Instr

Hours 3

Principles of learning applied to concepts, skills, attitudes, and problem solving in science; diagnosis, enrichment, remedial teaching, and classroom evaluation, and application and evaluation of technologies.

CSE566 Principles of Mathematics Education: Teaching, Learning & Curriculum

Hours 3

Principles of learning applied to concepts, skills, attitudes, and problem solving; proper use and evaluation of teaching aids; construction and utilization of teaching instruments; and examination and exploration of alternative assessment strategies and technologies for use in secondary mathematics classrooms.

CSE569 Pedagogical Grammar

Hours 3

Exploration of structural, transformational, and traditional approaches to teaching grammar.

CSE570 Teaching Writing 6-12

Hours 3

This course is designed to prepare prospective and current English teachers to successfully teach and evaluate writing in grades 6-12.

CSE574 Guiding Early Childhood and Elementary Pupil Learning

Hours 3

Focuses on understanding how students learn, what psychological and environmental factors influence learning, and how teachers can facilitate meaningful classroom instructional learning through insights into brain compatible learning, included are theories-to-applications of brain-based learning research to classroom instructional situations in early childhood and elementary education.

CSE575 Principles of Mathematics Education: Tools, Technology, Assessment

Hours 3

This course focuses on the teaching secondary mathematics with the use of new and emerging technologies. It explores the appropriate use of technologies to enhance conceptual understanding and problem solving in mathematics and aims to develop classroom lessons and assessments for a technology classroom.

CSE576 Improving Science Teaching

Hours 3

Examination and evaluation of emerging and existing technologies specific to secondary science teaching. Students will grow their capacity to employ technologies to plan, enact, and access science teaching and learning.

Prerequisite(s): CSE 390 (min. grade of C-)

Prerequisite(s) with concurrency: BER 450 (min grade of C), CSE 489 (min grade of C), CSE 592, BER 550

CSE579 Teach Sec School English

Hours 3

Methods and media essential to effective instruction in English in the secondary school.

Prerequisite(s): CSE 390 (min. grade of C)

Prerequisite(s) with concurrency: CSE 592 (min. grade of C), CSE 502 (min grade of C), BER 550 (min grade of C)

CSE580 Teach Sec Sch For Lang

Hours 3

Theories, methods, techniques, and essential media for teaching foreign languages effectively in the secondary school. Admission to TEP Program is required.

Prerequisite(s): CSE 390 (min grade of C-)

Prerequisite(s) with concurrency: BER 450 (min grade of D), CSE 489 (min grade of D), BER 550, CSE 502, CSE 592 or CRD 512

CSE583 Teach Sec School Math

Hours 3

Methods, media, and techniques of teaching mathematics in the secondary school, including selected topics in mathematics and exploration and examination of various technologies for use in secondary mathematics classrooms, including, but not limited to, calculators and various computer software.

Prerequisite(s): CSE 390 with a minimum passing grade of C-

Prerequisite(s) with concurrency: BER 550 (min grade of C), CSE 502 (min grade of C), CSE 592 (min grade of C)

CSE585 Advanced Teaching Inquiry in Secondary Social Studies

Hours 3

This course is designed to assist students' understanding of and application of powerful, inquiry-based strategies to the design of meaningful 21st century social studies instruction and assessment.

Prerequisite(s): TEP

CSE586 Teach Sec School Science

Hours 3

Methods and technologies essential to effective instruction in science in the secondary school.

CSE587 Teach Sec School Soc Sci

Hours 3

Theories and methods of teaching social studies in secondary schools, including examination and exploration of instructional materials, various technologies, constructivist methods, and assessments.

Prerequisite(s): CSE 390 (min grade of C)

Prerequisite(s) with concurrency: BER 550 (min grade of C), CSE 592 (min grade of C), CSE 502 (min grade of C)

CSE592 Field Work

Hours 1-3

A clinical experience taken concurrently with the methods course and designed to facilitate students' development of pedagogical skills, effective thinking, and professional problem solving.

Prerequisite(s): Unconditional admission to the Teacher Education Program (TEP)

CSE593 Workshop

Hours 1-3

In-class opportunities to study or work on topics or projects of collective concern. Topics vary. May be repeated.

CSE594 Problems

Hours 1-6

Opportunities to study or work independently on topics or projects of individual concern. Credit is based on the nature and degree of student involvement.

CSE595 Practicum

Hours 3-6

Focuses on analysis and performance of teaching strategies and the evaluation of teaching-learning problems.

CSE597 Internship

Hours 3-12

Full-time internship as a teacher in the major teaching field.

Prerequisite(s): CSE 579 OR CSE 580 OR CSE 583 OR CSE 586 OR CSE 587 or CIE 580 OR CIE 582

CSE598 Non-Thesis Research

Hours 1-6

No description available

CSE663 Sec School English

Hours 3

Literature, research, and content in English and speech; current trends; experimental programs; gradation or sequence of subject matter; criteria for program evaluation; and basic issues.

CSE664 Sec Sch Social Science

Hours 3

Focuses on curriculum and research in social studies education, including materials development and current issues in the field.

CSE665 Sec School Science

Hours 3

Literature, research, and content in science; current trends; experimental programs; gradation of subject matter; criteria for program evaluation; and basic issues.

CSE666 Research on Teaching, Learning & Curriculum in Math Ed

Hours 3

This course examines the principles of learning as they apply to the teaching of concepts, skills, attitudes, and problem solving; the proper use and evaluation of teaching aids and other forms of instructional implementation; the construction and understanding of teaching instruments; and the utilization of research in teaching, learning and curriculum in mathematics education.

Prerequisite(s): Admission to post-master's graduate program

CSE670 Res & Theory In Sec Ed

Hours 3

An examination of the relationship between theory and research. Students learn to search and evaluate the research literature and develop a proposal for research.

CSE675 Research on Tools, Technology, and Assessment in Math Ed

Hours 3

The course focuses on the proper application of research-supported tools, technology, and assessment strategies in mathematics education as well as the construction and understanding of various assessment instruments.

Prerequisite(s): Admission to a post-master's degree program or Permission of Instructor

CSE690 Advanced Seminar

SP

Hours 1-3

In-class opportunities to analyze and discuss current topics, problems, and projects of collective concern. Topics vary.

Special Topics Course

CSE693 Advanced Workshop

Hours 1-9

In-class opportunities to study or work on topics or projects of collective concern. Topics vary. May be repeated.

Prerequisite(s): CSE 670

CSE694 Advanced Problems

Hours 1-6

Opportunities to study or work independently on topics or projects of individual concern. Credit is based on the nature and degree of student involvement.

CSE695 Practicum

Hours 1-12

Supervised opportunities to apply knowledge and skills in a professional setting. Credit is based on the nature and degree of student involvement.

CSE697 Specialist Degree Res

Hours 1-6

Systematic classroom inquiry is used to engage students in a teacher action research project. Advisor recommendation required.

Prerequisite(s): CSE 670

CSE698 Non-Thesis Research

Hours 1-3

No description available

CSE699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required research dissertation hours toward the doctoral degree. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology.

EDU500 Internship Seminar

Hours 1

This seminar aims to encourage interns to reflect and to otherwise deliberate on their internship experiences. Class activities involving lecture, group discussions, portfolio development, and successful completion of a culminating teacher performance assessment used to facilitate professional development.

Prerequisite(s): Meet all qualifications for Teacher Internship

INTE532 Instructional Technology Design

Hours 3

This course provides an introduction to the elements of instructional design and their application to the design of technology-mediated instruction, with a primary focus on blended and online learning.

INTE533 Online Teaching and Learning

Hours 3

This course provides students with knowledge and skills in the methods of online teaching and learning, including the creation of effective online learning environments.

INTE534 Issues and Trends in Instructional Technology

Hours 3

Study of current issues and trends affecting the use of technology in training, instruction, and implementation. Includes an examination of emerging technologies: legal, social, cultural, cyber ethics and security, and ethical issues affecting technology: technology funding, technology planning and professional development.

INTE535 Analysis, Implementation, and Evaluation of Assistive Technology

Hours 3

Study of hardware and software applications designed to meet the needs of those with developmentally and physical abilities. Topics include: adaptive/assistive technologies and services to improve learning environments; accessibility standards for traditional classrooms and online learning environments; selecting and using adaptive and/or assistive hardware and software applications; evaluation and selection of adaptive and assistive technology.

INTE536 Assessment and Evaluation of Instructional Technology

Hours 3

Procedures for evaluating educational programs, training systems, emerging learning technologies, and new technology applications. Topics include the evaluations of instructional or performance improvement programs; models for formative and summative evaluations.

INTE537 Game-Based Learning

Hours 3

Study of current issues and trends related to the use of games (both analog and digital) for pedagogical purposes. Includes an examination of theoretical and empirical support for game-based learning; educational game design theory; game development; game-based learning pedagogical models; integration of games in the formal classroom.

INTE538 mLearning

Hours 3

This course provides an introduction to mobile learning (mLearning) in higher education, K-12 and business environments. During the course, students will design and evaluate a mobile app for use in higher education, K-12 or business learning environments.

INTE539 Special Topics in Instructional Technology

SP

Hours 3

The course will include an in-depth study of a particular topic, contemporary issue or concern. Investigation of unique problems and new developments in instructional technology will occur. Specific topics will be announced in the Schedule of Classes each time the course is offered or students will select individual topics to study in-depth.

Special Topics Course

INTE540 Planning and Managing Technology Projects

Hours 3

This course introduces learners to theories, models, tools and processes for planning and managing technology projects as mechanisms of change and performance improvement in schools and organizations.

INTE541 IT Leadership and Administrative Technologies

Hours 3

This course introduces learners to administrative technologies and critical technology issues facing educational and organizational leaders. Technologies covered in the course include data management systems and course management systems. Issues include policies for safe and legal use of technology resources; diversity and social justice; ethical use of technology; and professional development.

INTE542 Instructional Technology Internship

Hours 3

This course aims to provide students with the opportunity to apply theory, knowledge, and skills and gain practical experience within an instructional technology/design environment.

Prerequisite(s): INTE 532, INTE 533

INTE543 Third Party Technology Tools

Hours 3

This course aims to provide students with the opportunity to explore and build course assets using current 3rd party technology tools used in the career field of instructional design and technology.

Prerequisite(s): INTE 532

INTE544 Leveraging AI for Instructional Design

Hours 3

This course teaches instructional designers how to leverage leading-edge generative AI tools like Claude to augment and automate key aspects of instructional design. Through hands-on practice with prompt engineering and evaluating AI output, students will create learning objectives, assessments, course outlines, and instructional materials more efficiently. Instructional designers will finish the course with an AI-powered workflow to enhance expertise and unlock new levels of creativity in designing impactful learning experiences.

INTE589 Instructional Technology Research and Product Development

Hours 3

This culminating course is intended to give students an experience of the "what" and "how" in instructional technology research (action research) and/or product development through collaboration with businesses, schools and/or community entities.

Prerequisite(s): CAT 531, INTE 532, INTE 533

KIN500 Sociology of Sport

Hours 3

Examines the institution of sport from a sociological perspective. Provides an opportunity to critically analyze the assumptions surrounding the social significance of sport through a process of reflective thought.

KIN506 Techniques of Research

Hours 3

Designed to acquaint the student with the types of research and the methods and materials necessary for scientific inquiry. Includes the development of a research proposal, with emphasis on form and style.

KIN507 Lab Techniques in Kinesiology

Hours 3

This course covers the theoretical and practical understanding of physiological instrumentation and measurement in Kinesiology. The work includes practical laboratory experiences that are preparatory for graduate level research and other research and clinical career settings.

KIN510 Tchg & Supervg Elem PE

Hours 3

Open to elementary education and physical education majors. Reviews the essential concepts for successfully teaching grades 1-6; learning, function and duties of consultant.

KIN511 Readings in Sport Management: Trends and Issues

Hours 3

Online course. This course is designed to provide students with an opportunity to immerse themselves in the extant literature relating to trends and issues in sport and recreation management. Emphasis will be placed on approaches to proactively implement the contemporary trends.

KIN512 PE Curriculum

Hours 3

Program content and curriculum planning in grades 1-12 and higher education; includes developing curriculum plan applicable to one's need.

KIN538 Adv Adapted Phys Ed.

Hours 3

Pertinent information concerning legislation, mainstreaming, the physical education IEP, and movement problems of individuals who deviate from the norm. A clinical experience is required.

KIN551 Sport Management Internship

Hours 3

This course provides students with the opportunity to gain applied, practical experience in a suitable sport management related setting.

KIN552 Legal Issues in Sport

Hours 3

Legal Issues in Sport provides an overview of legal issues that frequently arise in the context of sport and physical activity. Emphasis will be placed on how sport managers should respond to specific situations based on the law.

KIN553 Sport Facility and Event Management

Hours 3

This course will provide students with an understanding of the factors involved in planning, designing, equipping, and managing sport facilities and event logistics.

KIN555 Sport Finance

Hours 3

An overview of the budgeting process, sources of revenue, types of expenditures, issued and innovations in financing for sport management.

KIN562 Admin Sports Programs

Hours 3

Problems and issues in organizing and administering secondary and college athletic programs.

KIN566 Evaluation in Kinesiology

Hours 3

The course covers practical aspects of measurements and evaluation as they relate to the school and college experience. A practical measurement/evaluation project is expected to be completed.

KIN585 Lab & Field Experience

Hours 3,6

Provides for teaching laboratory, internship, and/or practicum experiences, according to individual needs and goals.

KIN588 Marketing and the Media

Hours 3

This course examines the various components of sport marketing and consumer culture. Particular emphasis is given to the influence of the media in promoting sporting goods and products.

KIN590 Sports/Dance Workshop

Hours 1-6

In-depth study of physical education subject matters (gymnastics, dance, fitness, aquatics, track and field, and sports/games) focusing on content, theoretical frameworks, and educational perspectives. Students enroll in 1-credit-hour workshops according to individual needs and certification requirements.

KIN592 Physiology of Exercise

Hours 3

Designed to be an overview of the human physiological response to exercise.

KIN593 Advanced Fitness Testing and Exercise Prescription

Hours 3

Explores advanced fitness testing and exercise prescription techniques using practical experiences.

KIN595 Workshop Physical Education

Hours 1-6

This course is designed to help students improve their ability to teach elementary, secondary, and/or college physical education and understand theory and research as it is applied in each setting.

KIN596 Independent Study

SP

Hours 1-3

Designed to provide the opportunity for independent study in a specific area of Kinesiology.

Special Topics Course

KIN598 Non-Thesis Research

Hours 3

Experimental or analytical investigation of problems in Kinesiology.

KIN599 Thesis Research

Hours 1-6

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in Kinesiology. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature and aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the goal of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

KIN602 Readings in Kinesiology

SP

Hours 3

An independent readings course for doctoral students.

Special Topics Course

KIN603 Special Projects in Kinesiology

Hours 3

Experimental and analytical investigations of problems in Kinesiology, arranged on an independent basis for doctoral students.

KIN604 Sem in Physical Education

Hours 3

Critical issues in athletics, curriculum, instruction, evaluation, research, fitness, individual differences, and financial support.

KIN612 Res Phys Ed Teach Education

Hours 3

An examination of the development, design, and application of research in physical education/teacher education.

KIN615 Organizational Behavior & Theory Development in Sport

Hours 3

The purpose of this course is to introduce the student to critical areas of sport management and the theories associated with organizational behavior and theory development.

KIN622 Analy Res Teach Phys Ed

Hours 3

A thorough analysis of published research on teaching in physical education.

KIN632 System Observ Phys Educ

Hours 3

An examination of analytical techniques used to collect and evaluate data related to teacher and student behaviors. Instruction in the development and use of systematic observation instruments is provided.

KIN642 Instrct Design PE High Ed

Hours 3

An examination of methods, applications, and current research related to instructional design.

KIN651 Integrative Systems Physiology I

Hours 3

This course will focus on the detailed physiological processes that occur in the major systems of the human body. The course will cover content related to cell physiology, fluid physiology, skeletal muscle physiology, cardiac physiology and function, nervous system physiology, and circulatory physiology.

KIN652 Integrative Systems Physiology II

Hours 3

This course will focus on the detailed physiological processes that occur in the major systems of the human body. The content of the course will cover acid/base and renal physiology, gastrointestinal physiology, pulmonary physiology and neural regulation, physiology of hematopoiesis and immunology, endocrine physiology, and metabolic regulation.

KIN670 Biochemical and Molecular Aspects of Exercise

Hours 3

This course focuses on the biochemical and molecular changes resulting from acute and chronic exercise training. Primary areas emphasized include metabolism, DNA/RNA, and cell signaling mechanisms.

KIN685 Field & Lab Experience

Hours 3

Arranged on an independent basis for doctoral students. Participation and research in schools and agencies.

KIN690 Exercise Health Disease

Hours 3

Designed to acquaint the student with the health benefits of regular physical activity and exercise. The most recent research literature is critically analyzed.

KIN691 Res Sociology Human Perf

Hours 3

Provides students with an in-depth understanding of the literature on the occupational socialization of physical education teachers.

KIN692 Sem Exercise Physiology

Hours 3

Provides an opportunity to study in depth the scientific literature related to various exercise physiology topics. May be taken more than once.

KIN698 Non-Dissertn Research

Hours 3

Experimental or analytical investigation of problems in kinesiology.

KIN699 Dissertation Research

Hours 1-15

This independent research course partially fulfills required doctoral level research dissertation hours towards the PhD in Kinesiology. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

MUE500 Foundatn Music Education

Hours 3

Investigation of the purposes and functions of music education from antiquity to the present. Philosophical foundations and a chronological survey of historical issues related to the inclusion of music in general education will also be discussed.

MUE522 General Music: Approaches and Practices

Hours 3

This course examines curricular approaches and contemporary practices in general music education. Students explore important questions about the purposes and characteristics of general music programs and how those programs meet the needs of diverse learners and communities. Students develop critical and reflective understandings of general music education within the context of current challenges and opportunities facing the field.

MUE525 Choral Techn Materials

Hours 3

Organization, rehearsal, programming and performance of choral groups.

MUE526 Instrml Techn Materls

Hours 3

Organization, rehearsal, programming and performance of instrumental groups.

MUE530 Mus Ed Curr Theory Dev

Hours 3

Analysis of music curricula and study of the development process.

MUE532 Research in the History and Aesthetics of Music Education

Hours 3

This course will address various techniques into the history and aesthetics of music education.

MUE535 Curriculum Projects In Mued

Hours 1-3

The design, proposal, implementation, evaluation, and reporting of a curriculum project or an improved instructional procedure in music. Independent study.

MUE540 Intro Research In Mued

Hours 3

Introduction to research study in music education.

MUE580 Introduction to Graduate Studies in Music Education

Hours 3

Introduction designed to prepare student for the application of scholarly thinking to topics in the areas of music psychology, teacher training, and music education.

MUE586 Marching Band Techniques

Hours 1

Fundamentals of marching, maneuvering, and preparation and presentation of formations.

MUE589 Clinical Exper. in MUE

Hours 2-6

Part-time supervised teaching experience in secondary instrumental music education. Four-twelve hours weekly for 14 weeks in Tuscaloosa area public schools.

MUE590 Seminar In Music Education

Hours 1-3

Study of special topics in music education.

MUE597 Practicum Music Education

Hours 3-12

Supervised teaching experience in the area of specialization (instrumental or vocal and elementary), from nursery school through grade 12.

MUE598 Non-Thesis Research

Hours 1-3

No description available

MUE599 Thesis Research

Hours 1-6

No description available

MUE631 Doctor of Philosophy Diagnostic/Admission Exam

Hours 0

Examination required prior to completion of no more than six hours of study for admission to a Ph.D. program in music education.

MUE635 Curriculum Projects Mued

Hours 1-3

The design, proposal, implementation, evaluation, and reporting of a curriculum project or an improved instructional procedure in music. Independent study.

MUE641 Adv Research Music Educ

Hours 3

The design, implementation and reporting of research studies that illustrate a variety of methodological and statistical plans for research in music education.

Prerequisite(s): MUE 540

MUE698 Non-Dissertatn Research

Hours 1-3

No description available

MUE699 Dissertation Research

Hours 1-12

No description available

SPE500 Intro Exc Childr/Youth

Hours 3

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

SPE501 Diagnosis and Assessment of Exceptional Children and Youth

Hours 3

Comprehensive study of diagnosis and assessment, emphasizing concepts of tests and measurements, formal and informal assessment, test administration, and use of diagnostic results in educational intervention.

SPE502 Adv Behav Mgt Spec Educat

Hours 3

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

SPE503 Masters Seminar In Spe

Hours 3

This seminar examines and critiques current research and research problems in special education.

SPE504 Introduction to Assistive Technology

Hours 3

This is an introductory course for teacher educators in the fundamentals of assistive technology identification, consideration, and implementation.

SPE506 Working W/Families

Hours 3

Examination of the effects of an exceptional child on the family, and the various approaches to intervention with the family.

SPE512 Educator Well-Being

Hours 3

This course aims to teach students the purpose for maintaining well-being as educators and identify specific strategies for improving well-being to reduce educator stress and burnout.

SPE514 Teach Consult Model Spe

Hours 3

Introduction to various direct and indirect service delivery models for students with mild disabilities; consultant techniques demonstrated.

SPE520 Language, Communication and Early Literacy Interventions

Hours 3

This course provides information on language, communication, and literacy interventions for children with language delays or developmental disabilities, including children from diverse cultural and linguistic backgrounds. Intervention and instructional strategies will be examined and current research on the efficacy of child language intervention strategies will be discussed.

SPE531 Introduction to Autism Spectrum Disorder

Hours 3

This course provides an introduction to autism spectrum disorder with an emphasis on both clinical practice and research. The course will cover topics related to a range of ages, from early childhood to adulthood, and will focus on etiology, diagnosis and assessment, treatment and intervention, family support and advocacy.

SPE532 Evidence-Based Practices for Individuals with ASD

Hours 3

This course focuses on evidence-based practices for individuals with autism spectrum disorder (ASD). The course will offer an overview of the characteristics of individuals with ASD in order to provide a foundation for how these characteristics may influence the selection of appropriate goals and intervention strategies. The course focuses on specific-based instructional practices for individuals with ASD.

SPE533 Assessing Behavior Change in Individuals w/ Autism, Dev Disabilities and Behav Challenges

Hours 3

This course assesses behavior changes in individuals with autism through the use of a single subject research methodology. It includes the application of behavioral measurement, single subject research designs, and methods of data analysis. Autism intervention research is critically examined and a single subject research proposal is developed.

SPE571 Educ Yng Child W/Disabl

Hours 3

An introductory course to the field of early childhood special education, including rationale, legal issues, and characteristics of children from birth through kindergarten.

SPE572 Early Childhood Development

Hours 3

This course is an examination of the developmental domains (cognitive, communicative, social-emotional, motor, approaches to learning) central to the healthy growth of children in the early childhood years. The course will also examine the historical and theoretical underpinnings that form the basis for current-day early childhood education approaches to learning, while also exploring a variety of early childhood educational settings, including the home, group care contexts, and the community. Students will also research the social, economic, and political influences on early childhood education.

SPE575 ECSE Practicum

Hours 1-6

Involves a demonstration of teaching expertise of candidate with students identified with severe/profound and/or multiple disabilities in special and general education classrooms.

SPE576 Assessment Young Childrn

Hours 3

Selection, administration, and interpretation of assessments of young children (birth through kindergarten).

SPE578 Meth Tch Yng Child W/Dis

Hours 3

Use of curricula, materials, and management techniques for young children (birth through kindergarten) with disabilities.

SPE579 Intern Ed Yg Child Div Abil

Hours 3-6

Fourteen week split internship providing supervised teaching experience in classrooms for young children. Offered spring and fall only. Application for internship must be made the semester prior to internship (excluding summer term) through Office of Educational Field Experience.

SPE581 Psy Gift Tal Chld Yth

Hours 3

Examination of the nature of youth with high potential in multiple areas. Contemporary theory, research, and the relationship between definition/identification and educational planning are considered.

SPE582 Teach Gifted And Taltd

Hours 3

Use and evaluation of teaching-learning methods for education of the gifted and talented, including consideration of roles, expectations for learning, and organizational procedures.

SPE583 Creative Prob Solving

Hours 3

A guided sequence of exercises and experiences leading to increased personal creative behavior, with emphasis on methods for nurturing creative talent in students of all ages.

SPE584 Spec Populatn Gift Educ

Hours 3

Examination of a variety of administrative designs, curriculum options, instructional models, and strategies to meet the unique cognitive and affective needs/abilities of special populations of gifted students.

SPE585 Teaching Thinking Skills

Hours 3

Survey of existing thinking-skills programs and techniques for creating new programs for thinking. Emphasis is on integrating thinking skills into gifted education and regular education.

SPE586 Socl Emotl Compnts Talent Dev

Hours 3

This course will explore current research, psychological theory and practical counseling techniques relevant to the social and emotional components of giftedness. Some topics include perfectionism, gender issues, underachievement, and special populations.

SPE587 Indiv Needs Talents Classroom

Hours 3

This course will outline instructional and managerial techniques that can be used in the grade level or heterogeneous classroom to address the individual learning needs, strengths, styles, and preferences of all students.

SPE588 Practicum in Special Education, Autism

Hours 3

This course is designed to ensure that students acquire critical knowledge in the instruction of children and youth with autism spectrum disorder. The course competencies reflect basic standards and competencies derived from the Alabama Administrative Code and the Council for Exceptional Children Standards for Advanced Preparation in Autism Spectrum Disorder and Developmental Disabilities.

SPE589 Internship Gift/Talent

Hours 3-9

Intensive, supervised teaching experience in programs for gifted and talented.

SPE590 Intro Mild Disabilities

Hours 3

An intensive study of the background and current perspective on mild disabilities. Emphasis on developing professional knowledge base.

SPE591 Adv Academic Methods Elem

Hours 3

Designed to develop skills in the use of curriculum, materials, and strategies for students with disabilities at the elementary school level.

SPE592 Adv Academic Methods Sec

Hours 3

Designed to develop skills in the use of curriculum, materials, and strategies for students with disabilities at the secondary level.

SPE593 Intro Severe/Profound Disabili

Hours 3

An intensive study of the background and current perspective on severe disabilities. Emphasis is on developing professional knowledge.

SPE594 Methods Severe Disability

Hours 3

Emphasizes educational programming, subject matter, professional responsibilities of teachers and related service personnel, curriculum development, communication, and physical management and handling procedures of individuals with severe disabilities.

SPE595 Severe Practicum

Hours 1-6

Involves a demonstration of teaching expertise of candidate with students identified with severe/profound and/or multiple disabilities in special and general education classrooms.

SPE596 Collaborative Practicum

Hours 1-6

Involves a demonstration of teaching expertise of candidate with students identified with severe/profound and/or multiple disabilities in special and general education classrooms.

SPE597 Transition In Special Ed

Hours 3

Focuses on the strategies, methods, curriculum, and measurement for facilitating an effective transition from school to adulthood of adolescents with disabilities.

SPE598 Internship In Special Ed

Hours 3-9

Intensive, supervised teaching experience in a special education program.

SPE600 Doctoral Seminar Spe

Hours 3

Required for all first-year doctoral students; diagnostic in function. Activities include examination of career goals and assessment of skills in written and oral presentations. Offered fall semester.

SPE601 Sem Col Teachg In Spe

Hours 3

Course structure, lecturing and other delivery techniques, student evaluation, and practicum supervision are included among topics that are reviewed to develop skills in college training. Offered fall semester.

SPE602 Seminar Research Spe

Hours 3

Focuses on the unique aspects of the exceptional population in relationship to typical statistical and research design procedures. Offered spring semester.

SPE606 Topical Seminar In Spe

SP

Hours 3-6

May be repeated for credit. Selected topics, review and critique of current literature, research problems, and methodology.

Special Topics Course

SPE609 Practicum In Spe

Hours 3-6

Designed for advanced graduate students. Students practice effective supervision skills or college teaching skills under the direction of the course instructor.

SPE610 Applied Behavioral Analysis

Hours 3

This course is designed to provide guidance for students in applied behavior analysis, the study of assessing and changing behavior for children, youth and adults. The course will review relevant research and evidence-based practices in the field of ABA.

SPE611 Ind Study In Spe

SP

Hours 1-6

Intensive investigation of a specific aspect of special education, by one student under the supervision of a faculty member in the student's area of concentration.

Special Topics Course

SPE612 Readg Research In Spe

SP

Hours 1-6

For doctoral students, an opportunity to initiate, develop, and successfully defend a dissertation topic dealing with a problem of magnitude in the field of special education.

Special Topics Course

SPE613 Consult Proc Spe Progs

Hours 3

Training in human-relations techniques and administrative strategies designed to facilitate communication and interaction with individuals and groups in special education programming.

SPE616 Adv. Professional Development

Hours 3

Theories and types of training and development programs will be reviewed and analyzed, needs assessments will be explored and conducted, and professional development sessions will be developed, facilitated, and evaluated.

SPE617 SPE Leadership

Hours 3

This course is designed to instruct the ethical, legal, and leadership principles that govern the field of special education. It includes emphasis on preparing for administrative positions in special education programs in local education agencies.

SPE621 Issues in Special Education: Early Childhood

Hours 3

Discussion of current research and investigation of major issues in the education of young students with disabilities, focusing on best practices, assessment and learning, programming, evaluation, community involvement, and facilitation.

SPE622 Advanced Curriculum Workshop: Early Childhood Special Education

Hours 3

This course assists leaders in early childhood special education in applying studies in basic disciplines to the development and implementation of appropriate curriculum for young students with disabilities. It includes emphasis on application of diverse teaching models and the use of a variety of program alternatives and skills in designing, managing, and evaluating program alternatives.

SPE623 Issues in Collaborative Education

Hours 3

Discussion of current research and investigation of major issues in the education of students with disabilities, focusing on best practices, assessment and learning, programming, evaluation, community involvement, and facilitation.

SPE624 Advanced Curriculum Workshop in Special Education: Collaborative

Hours 3

This course assists leaders in collaborative education in basic disciplines to the development and implementation of appropriate curriculum for students with disabilities. It includes emphasis on application of diverse teaching models and the use of a variety of program alternatives and skills in designing, managing, and evaluating program alternatives.

SPE630 Professional Seminar A: Topics in Collaborative Education

Hours 3

This doctoral-level course focuses on grant proposal writing for Ph.D. students. Specifically, the course will overview various funding agencies, different types of funding, and how to write a successful grant proposal.

SPE631 Topics in Collaborative Education

Hours 3

Selected topics, review and critique of current literature, research problems, and methodology. This course is designed to provide students with the tools needed to effectively and efficiently consume and disseminate research related to the field of special education. During this course, students will learn about prevalent methodologies of special education research. Students will critique studies that use common research designs in order to determine the quality of studies that you read in order to inform your dissemination of evidence-based practices. Students will prepare summaries of findings across articles consistently throughout the course in order to improve their ability to summarize findings about a topic from multiple articles read. Students will also complete the first steps of their own literature review to help them to understand the processes for literature reviews they will read in the future, as well as to provide them with an opportunity to conduct their own research. As systematic reviews are a great starting point for understanding research on a given topic, this course emphasizes this important process. Each of the activities students will complete will be geared towards improving their ability to navigate the research in special education and, in turn, lead their community using the research.

SPE632 Grant Writing

Hours 3

This doctoral-level course focuses on grant proposal writing for Ph.D. students. Specifically, the course will overview various funding agencies, different types of funding, and how to write a successful grant proposal.

SPE681 Issues In Gifted Educ

Hours 3

*No description available***SPE682 Adv Curr Workshp Gift Educatio**

Hours 3-6

*No description available***SPE699 Dissertation Research**

Hours 1-12

No description available

College of Engineering Courses

AEM500 Intermediate Fluid Mechanics

Hours 3

Development and use of the integral and differential forms of the equations of continuity, momentum, and energy with ideal fluids, viscous fluids and compressible fluids. Advanced topics in fluid mechanics, including potential flow, viscous flow and compressible flow.

AEM508 Propulsion Systems

Hours 3

Basic propulsion dynamics, thermodynamics of fluid flow, combustion kinetics, air-breathing engines, rockets, design criteria, performance, and advanced propulsion systems.

AEM513 Compressible Flow

Hours 3

Fundamentals of high-speed aerodynamics theory discussed. Topics covered include: normal and oblique shock waves, heat addition and friction effects in one-dimensional flow, expansion waves in two-dimensional flow, quasi 1-D nozzle flow, unsteady compressible flow calculations using method of characteristics, shock tube relations.

AEM514 Experimental Aerodynamics

Hours 3

The course provides a laboratory counterpart to concepts discussed in aerodynamics and fluid mechanics. Course topics include statistical and uncertainty analysis techniques, design of experiments, computer-based data-acquisition, sensors for fluid mechanic measurements, and aerodynamic measurement techniques and facilities.

AEM516 Helicopter Theory

Hours 3

Critical examination of the propulsive airscrew, including induced velocity relations, flow patterns, and similarity. Practical applications approached through existing theory and practice.

AEM518 Uncrewed Aircraft Systems

Hours 3

The objectives of this course are to teach the remote sensing applications, design, and operation of uncrewed aircraft systems. General design criteria will be developed for radio communication, propulsion, avionics, airframe, and integration. Regulatory and operational procedures will be given for communication, and command & control with an emphasis on safety.

AEM520 Computational Fluid Dynamics

C

Hours 3

Introduction to basic mathematical concepts and engineering problems associated with numerical modeling of fluid systems. Application of the state of the art numerical models to engineering problems. Fundamentals of Finite Difference and Finite Volume Methods and their applications in fluid dynamics and heat transfer problems will be covered. Computing proficiency is required for a passing grade in this course.

Computer Science

AEM525 Spacecraft Dynamics and Control

Hours 3

Formulate, understand, and apply rigid body dynamics to a spacecraft. Determine the orientation of the spacecraft. Demonstrate the ability stabilize a spacecraft (gravity gradient, momentum-bias, spin stabilization). Perform analytic and numerical analysis to understand its behavior.

AEM528 Space Propulsion

Hours 3

Students are introduced to different types of space propulsion systems in this class. Different rockets, such as: monopropellant, bi-propellant, solid, liquid, nuclear and electric rockets are discussed in detail. Working principles of these rockets, their intended use and their design are discussed. Power limited and energy limited rocket working principles are given. Several rocket design projects are assigned throughout the class.

AEM530 Continuum Mechanics

Hours 3

Introduction to tensor analysis. Analysis of stress and strain at a point. Development of the equations representing conservation laws for a continuum. Study of constitutive relationships for fluids and solids. Application of field equations to simple boundary value problems in solid mechanics and fluid mechanics.

AEM535 Applied Finite Element Analysis

Hours 3

Applications of the finite element method to static stress analysis, heat transfer, natural frequency and Eigen-mode determination, for linear, hyper-elastic, and elastic-plastic materials. The course includes a basic background on finite element theory as well as usage of current finite element software.

AEM546 Intermediate Solid Mechanics

Hours 3

Two-dimensional theory of elasticity; exact and approximate solutions of bending, torsion, and buckling for bars; open sections and curved beams; stresses in axisymmetric members; and finite-element and energy methods.

AEM548 Stochastic Mechanics

Hours 3

This course develops, analyzes and discusses the application of uncertainty quantification in engineering systems and design methodologies to include uncertainties in the systems. Topics include: classification of uncertainties and methods of quantification, perturbation approaches, polynomial chaos, sampling techniques, random processes and Bayesian analysis.

AEM552 Composite Materials

Hours 3

First exposure to composite materials. Focus on how heterogeneity/anisotropy in composites influence thermomechanical behavior. The behavior of both continuous and short fiber reinforced composites will be emphasized. Stress analysis for design, manufacturing processes and test methods of composite materials will be covered.

AEM553 Multiscale Analysis of Advanced Composites

Hours 3

Concepts of multiscale analysis, nano-mechanics, micromechanics - principles of analysis of heterogeneous systems, information transfer between multiple spatial and temporal scales, including atomistic-to-continuum coupling, continuum-to-continuum coupling, and temporal bridging.

AEM555 Nondestructive Evaluation

Hours 3

Fundamental theories, limitations and instrumentation of nondestructive test methods used for metal, polymer and composites materials. The ultrasonic, acoustic emission, vibration, thermography, eddy current, penetrant, and radiography methods are emphasized.

AEM562 Intermediate Dynamics

Hours 3

Dynamics of systems in moving coordinate frames; Lagrangian formulation and Hamilton's principle; stability and perturbation concepts for rigid body motion; motion of systems of rigid bodies in three dimensions.

AEM566 Optimal Control & Estimation

Hours 3

Optimal parameter estimation; linear least-squares; nonlinear least-squares; constrained least-squares; optimal control problem; linear-quadratic regulator; h_{∞} optimal control; h_2 optimal control; convex optimization for control; receding horizon control; linear-quadratic-gaussian; separation principle; optimal state estimation; kalman filter; extended kalman filter; sigma-point kalman filters; bayes filter; particle filter.

AEM569 Orbital Mechanics

Hours 3

Introduction to engineering application of celestial mechanics; to formulate, understand, and apply fundamentals in orbital mechanics to trajectory design process. Perform analytic and numerical analysis to understand its behavior. Kepler's laws, coordinate transformations, and related studies.

AEM570 Mechanical Vibrations

Hours 3

Free and forced vibrations, both undamped and damped. Systems with many degrees of freedom are formulated and analyzed by matrix methods. Experimental techniques of vibration measurement are introduced.

AEM574 Structural Dynamics

Hours 3

Study of dynamic behaviors of elastic structures (interaction of elastic and inertial forces) with emphasis on aeronautical applications. Introduction of concepts and tools used in structural dynamics, including the Newtonian and variational methods. Basic numerical integration schemes to solve time-domain responses of elastic structures.

AEM575 Fundamentals of Aeroelasticity

Hours 3

Study of fluid-structure interactions between aerodynamic loads and static and/or dynamic deformations of flexible wings, as well as the influence of the interactions on aircraft performance. Concepts such as divergence, buffeting, and flutter, and rejection of external disturbances (e.g., gust alleviation) are introduced.

AEM582 Space Systems

Hours 3

Concepts in systems engineering of space systems: systems engineering, space systems, satellites, space transportation systems, space environment, attitude determination and control, telecommunications, space structures, rocket propulsion, and spacecraft systems.

AEM584 Space Environment

Hours 3

This course provides an introduction to the effects of the space environment on spacecraft. The harsh space environment introduces several unique challenges to the spacecraft designer. Focus on the impact of this environment and how best to mitigate these effects through early design choices will give the satellite designer better tools. Topics include: geomagnetic field, gravitational field of the Earth, Earth's magnetosphere, vacuum, solar UV, atmospheric drag, atomic oxygen, free and trapped radiation particles, plasma, spacecraft charging, micrometeoroids.

AEM588 Advanced Space Propulsion and Power

Hours 3

This course will explore concepts, theory, and performance of electrical, nuclear, and exotic space propulsion systems for use in space. This exploration will include fundamental physical processes exploited by these propulsion schemes. The course will also include concept, theory and performance of power generation methods in space. Systems studied will include low and high-power systems intended for short term or long term applications. Thermal, solar and nuclear devices and the energy conversion means for converting energy from these sources into useful electrical power will be studied.

AEM589 Space Law

Hours 3

Discussion-based course that provides an examination of legal and ethical issues regarding outer space. Topics discussed include: the historical development of international and domestic space law; international treaties, principles, and resolutions; specific issues relevant to contemporary space law; and US statutes governing space flight and resources.

AEM591 Special Problems

SP

Hours 1-6

Independent investigations of special problems. Credit is based on the amount of work undertaken.

Special Topics Course

AEM592 Special Problems

SP

Hours 1-6

Independent investigations of special problems. Credit is based on the amount of work undertaken.

Special Topics Course

AEM593 Special Topics

SP

Hours 1-3

Planning, executing, and presenting results of an individual project involving a research design, analysis, or similar undertaking; pass/fail designation.

Special Topics Course

AEM594 Special Projects

SP

Hours 1-6

Planning, executing, and presenting results of an individual project involving a research design, analysis, or similar undertaking.

Special Topics Course

AEM598 Non-Thesis Research

Hours 1-3

Research not related to thesis.

AEM599 Thesis Research

Hours 1-6

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree Aerospace Engineering and Mechanics. The course is conducted under the guidance of the thesis advisor. Material covered or studied will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

AEM606 Physical Gas Dynamics

Hours 3

Introduction to the behavior of gases. Gases are treated as interacting particles and the collective behavior is studied as an ensemble of semi-random events. The evolution of gas properties from the molecular viewpoint to the continuum viewpoint will be examined. Applications of interest include chemical reactions important to hypersonic aircraft, scramjet engines, current and future high pressure ratio gas turbine engines as well as rocket propulsion.

AEM614 Airfoil and Wing Theory

Hours 3

This course covers incompressible and compressible airfoil and wing theories and their applications to aircraft aerodynamic design. It also discusses viscous effects, unsteady aerodynamics, and topics of current interest. Specific contents of this course include flow-field modeling, compressible aerodynamic theory, viscous effects, unsteady aerodynamics, classical and swept wings, and an introduction to super- and hyper-sonic aerodynamics.

AEM621 Viscous Flow

Hours 3

Development of basic boundary layer equations and concepts. Classical incompressible solutions for laminar boundary layer, approximate solutions, and concepts of turbulence.

AEM622 Turbulent Flows

Hours 3

Introduction to the physics and modeling of turbulent flows. This course will cover the governing equations of multi-species viscous laminar flows, origin and characteristics of turbulence, mathematical methods for obtaining the governing equations of turbulent flows, various modeling techniques for resolving closure problems associated with the governing equations of turbulent flows.

AEM624 Hypersonic Flow

Hours 3

This course develops, analyzes and discusses the application of hypersonic flow theory. Topics include: Hypersonic shock/expansion wave relations, approximate methods to calculate lift and drag on hypersonic vehicles, boundary layer equations for hypersonic flow, hypersonic viscous interactions, and topics of current interest.

AEM635 Finite Element Methods

Hours 3

Finite-element formulations in the areas of solid mechanics, fluid mechanics, and heat conduction; isoparametric elements; assembly process; solution of stiffness equations; and convergence of results.

AEM637 Theory Of Elasticity

Hours 3

Equations of linear elasticity, principal stresses and strains, stress and displacement potentials, energy principles, and numerical methods. Boundary value problems of elasticity.

AEM638 Introduction to Experimental Mechanics

Hours 3

Theory and application of electrical resistance strain gauges for stress analysis and for use as transducers. Study of circuits and instruments used for strain measurement. Theory and application of photoelasticity for measurement of stress. Fundamentals of servohydraulic testing.

AEM644 Engineering Fracture Mechanics

Hours 3

Linear elastic and elastic-plastic fracture mechanics. Fracture analysis using Griffith's criterion, stress intensity factors, CTOD methods, and the J-Integral.

AEM648 Theory of Plasticity

Hours 3

Theory of plastic deformation of metals and other materials. Development of yield criteria, application of flow rules, and yield surface based plasticity theories. Application to engineering structures, including computer programming assignments and finite element analysis assignments.

AEM649 Fatigue Analysis

Hours 3

Presentation of the strain life and fracture mechanics approaches to fatigue analysis. Review of damage parameters, mean stress effects, and cycle counting methods for uniaxial and multiaxial loading.

AEM655 Advanced Composite Materials

Hours 3

Advanced topics in composite materials, including theories of linear orthotropic elasticity, micro-mechanics of composites, nano-composites, and sandwich structures.

AEM662 Multibody Dynamics

Hours 3

This course presents the fundamentals of multibody dynamics: kinematics and dynamics of multibody systems, analytical dynamics, constrained dynamical systems, and flexible multibody dynamics.

Prerequisite(s): Instructor's consent.

AEM667 Navigation & Target Tracking

Hours 3

The objectives of this course are to teach the concepts and algorithms of state estimation for vehicles; both for itself, i.e. navigation, and others, i.e. target tracking. This course will use a model-based theoretic to explain these concepts and develop algorithms using state estimation theory to derive filters to accomplish these two tasks using a variety of sensor systems. These algorithms will be used in the design of modern timing, positioning, navigation, and target tracking systems.

AEM668 Adv. Flight Dynamics & Control

Hours 3

The objective of this is to teach advanced concepts related to flight dynamics and control including rotary-wing and rocket flight vehicles. This course will provide high fidelity nonlinear modeling for flight vehicle dynamics including vibrations, rotating and variable mass, unsteady atmosphere, variable gravity, rotating and ellipsoidal Earth, and multivariate model uncertainties using structured singular values. To address these model uncertainties for feedback control system design, robust optimal control techniques using H2, H_∞, robust servomechanism, and #-synthesis will be introduced.

AEM669 Advanced Astrodynamics

Hours 3

The main objective of this course is to formulate, understand, and apply fundamentals of dynamical systems theory to spacecraft trajectory design process. Understand the behavior of a spacecraft under gravitational and non-gravitational forces and design cost-effective trajectories. Perform analytic and numerical analysis to understand spacecraft behavior beginning with the three-body problem.

Prerequisite(s): AEM 469 or AEM 569

AEM685 Engineering Optimization

Hours 3

This graduate course introduces the techniques of design optimization of engineering systems. Topics include: Basic principles of optimization theory, parameter optimization problems, linear and nonlinear programming. Unconstrained and constrained problems treated by simplex, penalty function, generalized reduced gradient methods, global optimization techniques, and surrogate modeling.

AEM691 Special Problems

SP

Hours 1-3

Independent investigations of special problems. Credit is based on the amount of work undertaken.

Special Topics Course

AEM693 Special Topics

SP

Hours 1-3

Planning, executing, and presenting results of an individual project involving a research design, analysis, or similar undertaking.

Special Topics Course

AEM694 Special Project

SP

Hours 1-6

Planning, executing, and presenting results of an individual project involving a research design, analysis, or similar undertaking.

Special Topics Course

AEM698 Non-Dissertation Research

Hours 1-3

Research not related to dissertation.

AEM699 Dissertation Research

Hours 1-12

Research related to dissertation.

CE501 Masters Capstone Project-Plan II

Hours 3

Development of a research paper, professional practice or policy paper, or other equivalent report. Topic to be approved in advance by the student's graduate advisor.

Prerequisite(s): MS Plan II students only

CE514 Information Systems Design

Hours 3

An overview of management information systems (MIS). The course will focus on the practical aspects, applications, and methodology of MIS, particularly from the construction engineer's perspective. Information design methodology and building information modeling (BIM) will be covered in detail.

CE515 Transportation Data Science

Hours 3

The course will provide basic introduction to processing and analyses of large-scale transportation-related data. The course will prepare the students with programming skills in Python, the understanding of important algorithms and machine learning methods in transportation research and projects, and applying these algorithms and models using transportation data.

Prerequisite(s): CE 350

Prerequisite(s) with concurrency: MATH 227

CE516 Advanced Info Systems Design

Hours 3

Current concepts in information systems architecture and applications, including decision support systems and expert systems. Emphasis placed on expanded use of systems design methodology.

CE517 Advanced Project Management

Hours 3

Not open to students who have credit for CE 417. This is an engineering management course designed to introduce students to the functions of project engineers and managers. It details the processes of planning and controlling project scope, time, and cost.

CE518 Engineering Management

Hours 3

Not open to students who have credit for CE 418. An introduction to management principles, and the management functions of planning, organizing, motivating, and controlling. Management of engineers in research, design, manufacturing/construction, and quality will be studied.

CE521 Environmental Engineering Microbiology

Hours 3

Fundamentals of microbiology for environmental engineers and application of these principles to natural and engineered systems.

Prerequisite(s): CE 320 or equivalent

CE522 Solid Hazardous Waste Management

Hours 3

Engineering design and regulatory requirements for the collection, storage, recycling, treatment, and disposal of solid wastes.

Prerequisite(s): CE 320

CE524 Water & Wastewater Treatment

Hours 3

No description available

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Prerequisite(s): AEM 311 or CHE 304; and CE 320

CE525 Air Pollution

Hours 3

Introduction to the source, characteristics, and effects of air pollution and to air pollution control technology and design.

Prerequisite(s): AEM 311 or CE 320

CE526 Groundwater Mechanics

Hours 3

A mechanics course focusing on developing the physical and mathematical principles of groundwater models used for predicting water and contaminant transport processes in subsurface aquifers.

Prerequisite(s): MATH 227 and AEM 311

CE528 Environmental Data Analysis

Hours 3

An introduction to the area of data science with applications in environmental research. The course helps students develop skills and knowledge about useful data analysis methods and tools. The lectures cover the theory, and assignments will be mainly on applications (Python programming required). The lectures and assignments prepare students for interdisciplinary research projects and train them to develop data-driven approaches to answer environmental problems.

Prerequisite(s): ST 260; or GES 255; or CE 573 (or similar coursework)

CE529 Research Proposal Writing in EWR

Hours 3

Research funding is essential to a successful academic career. However, few PhD students receive adequate mentoring in how to craft competitive proposals. In this course, graduate students review literature, identify research questions, then draft and submit competitive funding proposals (for example to the EPA P3 program).

CE530 Non-Destructive Evaluation and Testing of Civil Engineering Structures

Hours 3

This course covers the state-of-the-art and state-of-the-practice methods of non-destructively evaluating and testing various civil engineering structures and materials such as concrete, asphalt, and steel. Students will use the techniques to solve real-world problems by evaluating and testing various structures across campus.

Prerequisite(s): CE 331 AND CE 340

CE531 Structural Dynamics

Hours 3

Response of civil engineering structures to typical dynamic loads including theory, development of basic equations, and measurement of structure response in the laboratory.

Prerequisite(s): AEM 264 and CE 331

CE532 Matrix Analysis of Structures

Hours 3

Introduction to the matrix-displacement method of analysis for framed structures, including computer implementation of analysis. An introduction to finite-element analysis is also included.

Prerequisite(s): CE 331

CE534 Advanced Structural Mechanics

Hours 3

Introduction to advanced structural mechanics topics, including elementary elasticity, elementary beam theories, beams on elastic foundations, energy methods, buckling and free vibration of beams, and elementary thin-plate theory.

CE535 Concrete Materials

Hours 3

Portland cement and supplementary cementitious materials, aggregates, properties of fresh and hardened concrete, concrete durability issues, mixture proportioning, concrete construction methods, special concrete materials, test methods.

Prerequisite(s): CE 331 or CE 340; MTE 271 for non-CCEE students

CE536 Wood Structural Design

Hours 3

Modern timber engineering: design of beams, columns, trusses, and floor systems.

Prerequisite(s): CE 331

CE537 Reinforced Concrete Struct II

Hours 3

Design of reinforced concrete building components including two-way slabs, slender columns, prestressed beams, slap-on-grade, and retaining walls.

Prerequisite(s): CE 433

CE538 Struct Steel Design II

Hours 3

Basic and elementary design procedures for steel structures such as plate girders, mill buildings, multistory buildings, highway bridges, and light-gauge steel structures.

Prerequisite(s): CE 434

CE541 Wind and Earthquake Engineering

Hours 3

Wind and Earthquake engineering theories and their applications in load estimation and structural design.

Prerequisite(s): CE 531, Structural Dynamics or instructor permission.

CE543 Prestressed Concrete Design

Hours 3

Analysis and design of prestressed concrete members, review of hardware, stress calculations, prestress losses, section proportioning, flexural design, shear design, deflections, and statically indeterminate structures.

Prerequisite(s): CE 433 or equivalent course on reinforced concrete structures

CE544 Foundation Engineering

Hours 3

Analysis and design of soil foundation systems.

Prerequisite(s): CE 340

CE551 Roadway and Intersection Design

Hours 3

Application of the principles of geometric design and traffic signal layout: vertical and horizontal alignment, intersections, traffic control, and traffic signal layout. Design projects will be prepared to illustrate standard techniques.

Prerequisite(s): CE 350

CE552 Transportation Safety and Security

Hours 3

This course focuses on major transportation safety and security issues. The course examines how death, injury and property damage and the public perception of risk detract communities from achieving their goals. The specific issues relate to transportation safety and security goals, relevant frameworks, and the selection of safety countermeasures and their evaluation in terms of specific criteria.

Prerequisite(s): CE 350

CE553 Intelligent Transportation Systems

Hours 3

This course covers the fundamentals of Intelligent Transportation Systems (ITS). The topics to be covered in the course will include systems engineering approach applied to ITS, ITS deployment and transportation operations, transportation system management, traveler response to technologies and information, ITS planning, evaluation, and institutional issues.

Prerequisite(s): CE 350

CE554 Urban Transportation Planning

Hours 3

An introduction to the planning process, software associated with transportation modeling, and conducting transportation planning and traffic impact studies.

CE555 Traffic Flow Theory

Hours 3

This course covers the fundamentals of traffic flow theory. Topics shall include microscopic flow characteristics, macroscopic flow characteristics, microscopic speed characteristics, macroscopic speed characteristics, microscopic density characteristics, macroscopic density characteristics, demand-supply analysis, capacity analysis, traffic stream models, shockwave analysis, queueing analysis, and simulation models.

Prerequisite(s): CE 350

CE558 Traffic Engineering

Hours 3

This course covers the fundamentals of traffic engineering, including vehicle operating characteristics, traffic flow, traffic data, traffic hardware, traffic software, geometric design of road and intersections, and methods of traffic control.

Prerequisite(s): CE 350

CE559 Pavement Design and Rehabilitation

Hours 3

This course covers two areas concerning care of existing highway asphalt and concrete pavements. Major maintenance includes overlay design, additional drainage, recycling, and slab repair. Routine maintenance includes distress surveys, pothole repair, and crack and joint sealing.

Prerequisite(s): CE 350 or CE 366

CE561 Horizontal Construction Method

Hours 3

Introduction to horizontal construction engineering equipment and methods. Design of horizontal construction systems, and construction operation analyses and simulation.

CE562 Vertical Construction Methods

Hours 3

Construction of buildings, including mechanical, electrical, plumbing and controls systems, design of temporary structures, and planning and design of lifts.

Prerequisite(s): CE 366

CE563 Construction Cost Estimating

Hours 3

Addresses the estimating and cost control function from conceptual planning through project execution. Topics include productivity analysis, organization of estimates, cost forecasting, estimating tolls and techniques, contingency planning and relationship to contract types and project execution strategies.

Prerequisite(s): CE 366

CE564 Safety Engineering and Management

Hours 3

Not open to students with credit for CE 464. An exposure to safety engineering and accident prevention including state and federal laws related to general and construction projects. Topics include accident theories, safety regulations, Construction Safety Act, hazards and their control, human behavior and safety, and safety management.

Prerequisite(s): GES 255, CE 366

CE566 Sustainable and Lean Construction

Hours 3

An introduction to sustainable and lean construction, including application of engineering economics principles to sustainable construction problems. Green design, construction, and operations from a project management standpoint. Theoretical concepts and industry practices used to model, evaluate, and enhance construction performance through the design and implementation of effective project schedules, construction operations, and contracting relationships.

Prerequisite(s): CE 366

CE567 Constr. Accounting & Finance

Hours 3

Applications of accounting and financial practice to management of construction projects.

Prerequisite(s): CE366

CE568 Construction Scheduling

Hours 3

The management structure of construction companies and the laws, regulations, practices, tools, and processes used in planning, scheduling, and monitoring construction projects. Writing proficiency is required for a passing grade in this course.

CE570 Open Channel Flow

Hours 3

Basic concepts of fluid flow, energy and momentum principles, flow resistance in nonuniform sections, channel controls and transitions, and nonuniform flow computations.

Prerequisite(s): CE 378

CE571 Hydrologic Forecasting Praxis Lab

Hours 3

Floods, droughts, and other water related events regularly dominate today's headlines. Increases in frequency and magnitude of extreme hydrologic events combined with changes in land use, land cover, climate, policies, and societal behaviors are increasing the complexity and difficulty of hydrologic forecasting. Opportunities for the use of new observation platforms, data-driven techniques, modeling frameworks, prediction systems, and decision support are revolutionizing the state of the practice in hydrologic forecasting. The goal of the Hydrologic Forecasting Praxis Lab is to engage students in table-top experiential learning exercises to develop their knowledge, skills, and competencies to enter and advance the practice of hydrologic forecasting. Students will learn through preliminary training and the table-top forecasting exercises how to analyze hydrometeorological observations, use water prediction models and tools, apply new techniques such as artificial intelligence, and communicate forecast information to diverse stakeholders and decision makers.

Prerequisite(s): CE 475 or CE 476 or instructor approval with equivalent hydrology course

CE573 Statistical Applications

Hours 3

Applications of statistical and probabilistic methodologies for analysis and solution of practical civil engineering problems, including hypothesis testing, simple and multiple regression analysis, analysis of variance for single and multi-factor experiments, forecasting models, simulation, and statistical quality control.

Prerequisite(s): GES 255

CE574 Paleohydrology

Hours 3

Students will examine hydrologic data (precipitation, snowpack, streamflow) and tree-ring data (proxies) and, when combining these datasets (Dendrohydrology), students will examine the past (paleo) variability of water. Students will participate in the collection (coring) of trees and an in-class lab on tree-ring cross dating. Students will gain knowledge in various statistical techniques including Stepwise Linear Regression and data filtering.

Prerequisite(s): GES 255, ST 260, PY 211, or permission of instructor

CE575 Hydrology

Hours 3

Hydrologic cycle, rainfall-runoff relations, unit hydrograph, statistical hydrology, and hydrologic simulation; includes a class project with application to flood control, water supply, and multipurpose projects.

Prerequisite(s): CE 378

CE576 Process Hydrology

Hours 3

This course develops a quantitative approach to understanding and prediction of hydrologic processes. The processes covered include interception, snowmelt, evapotranspiration, infiltration, groundwater flow, overland flow, and streamflow. Relative (dis-)advantages of different model representations will be highlighted. Process couplings and their impact on the integrated hydrologic response will be also discussed. Evaluation in the course will consist of out-of-class assignments and a term project.

Prerequisite(s): CE 378

CE578 Analytical Methods in Environmental Engineering

Hours 3

The field of environmental engineering relies heavily on a number of analytical techniques, which have become the basis for a large amount of the work being conducted. The main objective of this course is to introduce students to the theory and application of many of the analytical instruments that are commonly used by environmental engineers.

Prerequisite(s): CH 101 or CH 117; CE 320 or CHE 255

CE581 Legal Aspects of Engineering and Construction

Hours 3

Legal aspects of engineering and construction contracts and specifications; contract formation, interpretation, rights and duties, and changes; legal liabilities and professional ethics of architects, engineers and contractors. This is a three hour survey course covering, primarily, the organization of the federal and state courts, construction contracting, potential tort liability and professionalism for engineers in Alabama.

Prerequisite(s): CE 320, CE 331, CE 340, CE 350, CE 366 or CE 378, and one HU elective (3 credits)

CE582 Hydrologic Forecast Seminar 1

Hours 2

A beneficial aspect of the Water-R20 NRT for the students will be the continuous integration of co-curricular activities to add value to the learning outcomes. Students will have the opportunity to attend AWI WaterWorks to cross-pollinate with other disciplines, CIROH@UA distinguished speaker seminars, and have the chance to participate in other happenings based off the mentoring needs identified by the students with the Water-R20 Project Coordinator, Dr. Hannah Holcomb, helping the students to identify appropriate mentors. In addition, Water R20 project team members will provide group-based professional development opportunities (e.g., team science and science communication training). In addition, project mentors will guide multidiscipline teams of trainees in their NRT capstone project that begins in this seminar course and continues into the Spring semester. The NRT capstone project will be completed at the conclusion of the Praxis Lab in the spring semester following. Engagement and other learning opportunities from home departments, AWI, NOAA National Water Center, USGS Hydrologic Instrumentation Facility, and others will be available and made known to the students during the weekly class meetings.

Prerequisite(s): Must be accepted into the Water-R20 program at The University of Alabama and be in accepted graduate student standing in a relevant Water-R20 academic department.

CE583 Hydrologic Forecasting Seminar II

Hours 2

Students will have the opportunity to attend workshops, other related events, and hear speakers pertaining to NRT themes. In addition, Water-R20 project team members and others will provide group-based professional development opportunities (e.g., various programming workshops). Engagement and other learning opportunities from home departments, AWI, NOAA National Water Center, USGS Hydrologic Instrumentation Facility, selected project stakeholders, and others will be available and made known to the students during the weekly class meetings.

Prerequisite(s): CE 582

CE585 Constructn Site Erosion Contrl

Hours 3

Nature and magnitude of erosion problems, and erosion plan development. Rainfall energy and erosion predictions. Sediment transport in urban areas. Channel and slope stability, and sedimentation and other controls.

CE586 GIS for Civil Engineers

Hours 3

Introduction to geographic information system design and use for civil engineering problem solving.

Prerequisite(s): CE 260 and any CE 300 Level course

CE591 Special Problems

SP

Hours 1-3

Independent study. Credit is based on the amount of work undertaken.

Special Topics Course

CE592 Graduate Independent Study in Civil Engineering Sub-Discipline
SP

Hours 1-4

Independent study, either as individual students or a group of five students or less working under the guidance and mentorship of an instructor. The independent study will typically focus on: (1) a specific issue, problem, application, design or process in a traditional field of civil engineering OR (2) a specific development, advancement, issue, problem, or challenge in a new or developing specialty area in the fields of civil engineering.

Special Topics Course

CE593 Practicum

Hours 1-3

This course allows graduate students to gain classroom and laboratory experience under supervised conditions. Tasks may include grading for selected courses, structured lecturing, laboratory monitoring, and other related pedagogical exercises.

CE598 Non-Thesis Research

Hours 1-6

Research Not Related to Thesis. Variable credit.

CE599 Thesis Research

Hours 1-12

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in Civil Engineering/ Environmental Engineering. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

CE616 Advanced Information Systems

Hours 3

Current concepts in information systems architecture and applications, including decision support systems and expert systems. Emphasis placed on expanded use of systems design methodology.

Prerequisite(s): CE 414 or CE 514

CE631 Experimental Methods in Structural Dynamics

Hours 3

Introduction to experimental methods in the behavior of structures subjected to dynamic loading. Principles of vibration testing and digital signal processing. Current techniques in modal analysis, system identification, actuator and structural control, structural health monitoring.

Prerequisite(s): CE 531

CE632 Structural Reliability

Hours 3

The knowledge taught in this course is to provide the background needed to understand how reliability-based design criteria were developed and to provide a basic tool for structural engineers interested in applying this reliability-based design criteria to other situations.

Prerequisite(s): CE 573 Statistical Applications in Civil Engineering or instructor permission

CE655 Sustainable Transportation

Hours 3

No description available

CE673 Statistical and Econometrics Practices for Engineers

Hours 3

This course covers basic and advanced statistical and econometric methods as applied to engineering-related problems. Topics include introduction to ordinary least squares regression, count-data models including Poisson and negative binomial regressions and their extensions, simultaneous equations models, multinomial logit models, ordered probability models, joint discrete/continuous models, and hazard-based duration models.

Prerequisite(s): CE 573

CE691 Special Problems

SP

Hours 1-6

Advanced work in some area of specialization. Credit awarded is based on the amount of work completed.

Special Topics Course

CE693 Practicum

Hours 1-3

This course allows graduate students to gain classroom and laboratory experience under supervised conditions. Tasks may include grading for selected courses, structured lecturing, laboratory monitoring, and other related pedagogical exercises.

CE698 Non-Dissertation Research

Hours 1-6

Independent study; general research activities; pass/fail; no credit toward Ph.D. course requirements; no substitution for CE 699. This course serves as an introduction to Ph.D.-level research prior to Ph.D. candidacy. It involves early-stage research activities to prepare students for more focused dissertation research taken as CE 699 once admitted to candidacy.

CE699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral level research dissertation hours toward the Ph.D. in civil engineering. A minimum of 24 dissertation hours are required, at 1-12 hours per semester. The course is conducted under the guidance of the Ph.D. advisor. After completing requirements for admission to candidacy, the student registers for a minimum of 3 hours per semester in this course, each semester, until all dissertation requirements have been approved. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be focused on readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

CHE512 Polymer Materials Engineering

Hours 3

Introduction to the manufacture, processing, and applications of organic polymeric materials. This course covers the chemistry of polymer manufacture, the molecular structures of polymers, and the structure-property relationships for thermoplastic and thermosetting polymers.

CHE514 Computer Methods in Chemical Engineering

Hours 3

A survey of common software, data processing, and statistical analysis tools applied to chemical engineering, science, and general interest topics. This course covers the fundamentals of computer programming (coding) and problem solving for chemical engineering students. Offered primarily in the fall semester.

CHE516 Stem Cell Bioengineering

Hours 3

This course will give introductory knowledge of stem cell biology and various bioengineering approaches used for their study and application.

CHE518 Tissue Engineering

Hours 3

Tissue engineering is an emerging dynamic, experimental science in which engineering and biological science principles are used to develop techniques for improving or restoring the structure and function of tissue.

CHE540 Health Safety Chem Process Ind

Hours 3

Health and safety in the chemical process industry that will introduce chemical engineering students to health and safety, regulations and the designs and procedures to meet them in the chemical process. Advanced topics will also be introduced, including current relevant topics such as recent accidents and ways and means of preventing a reoccurrence, advanced models of spills and advanced safety analysis. Several loss prevention topics are more complex than typically assigned to the undergraduate chemical engineering students. Advanced topics may include recent accidents and ways and means of preventing a reoccurrence, advanced models of spills and advanced safety analysis. Greater analysis, synthesis and evaluation-of-knowledge skills will be required.

Prerequisite(s): two courses from (CHE 304, CHE 305, CHE 306, CHE 324, CHE 354)

CHE545 Introduction to Biochemical Engineering

Hours 3

Study of biological processes, application of chemical engineering skills to areas including enzyme kinetics, fermentation, cell growth, and metabolic processes.

Prerequisite(s): CH 231

CHE551 Adv Thermodynamics I

Hours 3

Application of thermodynamic principles to chemical and phase equilibria.

CHE552 Transport Phenomena

Hours 3

Development of the analogy between momentum, energy, and mass transport, with applications.

CHE553 Computation In Chem Engr

Hours 3

Chemical-engineering applications of advanced calculus, numerical methods, and digital computer techniques, with emphasis on expressing physical situations in mathematical language.

CHE554 Chemical Reaction Engr

Hours 3

Chemical kinetics theory and experimental techniques. Industrial reactor design by advanced methods.

CHE570 Chemical and Biological Engineering Research Techniques

Hours 1

This course is an introduction to research skills required to perform scientific research in Chemical and Biological Engineering. Topics covered will primarily be related to research skill development, such as literature search, data processing, scientific critical analysis and effective scientific communication, both written and oral. Students will receive structured guidance from the class instructor (s), chemical engineering faculty, and their class peers throughout the semester.

Prerequisite(s): Qualified graduate students

CHE591 Special Problems

SP

Hours 1-4

Open to properly qualified graduate students. Enhanced learning in a specific area. Credit is based on the amount of work completed.

Special Topics Course

CHE592 Special Problems

SP

Hours 3

Open to properly qualified graduate students. Advanced learning in a specific area.

Special Topics Course

CHE593 Chem & Biol Engr Practicum

Hours 3

This course is designed for Ph.D. students to further gain classroom and laboratory experience under supervised conditions. Tasks may include exploring design and development of course materials, grading for selected courses, structured lecturing, laboratory monitoring, utilizing modern instructional technology, and other related pedagogical exercises.

Prerequisite(s): MS and PhD students enrolled in The University of Alabama Chemical and Biological Engineering graduate program.

CHE595 Seminar

Hours 1

Discussion of current advances and research in chemical engineering, presented by graduate students and other speakers.

CHE598 Non-Thesis Research

Hours 1-6

*No description available***CHE599 Thesis Research**

Hours 1-12

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in chemical engineering. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

CHE691 Special Problems

Hours 1-3

Problems of current research.

CHE692 Special Problems

Hours 1-3

Problems of current research.

CHE693 Chem & Biol Engr Practicum

Hours 3

This course is designed for Ph.D. students to further gain classroom and laboratory experience under supervised conditions. Tasks may include exploring design and development of course materials, grading for selected courses, structured lecturing, laboratory monitoring, utilizing modern instructional technology, and other related pedagogical exercises.

Prerequisite(s): CHE 593

CHE695 Seminar

Hours 1

Presentations of dissertation research.

CHE698 Non-Dissertation Research

Hours 1-6

No description available

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CHE699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral degree in chemical engineering. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

CS503 Programming Languages

Hours 3

This course provides a graduate level presentation of Programming Languages. Formal student of programming language specification, analysis, implementation, and run-time support structures; organization of programming languages with emphasis on language constructs and mechanisms; and study of non-programming paradigms. Students who have successfully completed CS 403 may not also receive credit for CS 503.

CS504 CS Curriculum for Math Education

Hours 3

Building upon the concepts from CS 104, students will explore in-depth how computer science education is presented in the secondary education setting. Students will get the opportunity to explore current computer science curriculum and develop resources for future teaching, with a specific emphasis on the College Board's AP CS Principles (AP CSP) curriculum.

Prerequisite(s): CS 104 or permission by instructor.

CS507 Software Interface Design

Hours 3

Concepts of the human-computer interface, emphasizing the software aspects. Dialog styles, form models, user documentation and the evaluation of human-computer software interfaces. Students who have successfully completed CS 407 may not also receive credit for CS 507.

CS515 Software Design and Development

Hours 3

Object-oriented design and development using UML and Java, design patterns, and architectural patterns.

Prerequisite(s): CS 200, CS 201, and ECE 383 each with a minimum grade of C-

CS516 Testing and Quality Assurance

Hours 3

Study of verification & validation and related processes. Topics include techniques and tools for software analysis, testing, and quality assurance. Students who have successfully completed CS 416 may not also receive credit for CS 516.

CS517 Requirements Engineering

Hours 3

Study of requirements engineering and its phases. Topics include formal, semi-formal, and informal paradigms for elicitation, documentation, and management of software system requirements. Students who have successfully completed CS 417 may not also receive credit for CS 517.

CS520 Software Evolution

Hours 3

Study of techniques and tools for design-time and run-time software adaptation, including principles of reflection and metaprogramming, software modularity, metamodeling and software language engineering.

CS523 Python for Big Data

Hours 3

Students in this course will utilize Python libraries such as Pandas, NumPy, and Dask for data manipulation and analysis, along with tools like Apache Spark for handling large datasets efficiently. The course will cover key concepts such as data ingestion, processing, and visualization, ensuring students can transform raw data into meaningful insights. Hands-on projects and real-world case studies provide students with practical experience, in order to address the challenges in data processing and analytics.

CS526 Intro Operating Systems

Hours 3

This course provides a graduate level presentation of Introduction to Operating Systems. Study of basic operating system concepts with an emphasis on memory processor, device, and information management.

Prerequisite(s): CS 200, CS 201 and ECE 383 with a minimum grade of C-

CS528 Computer Security

Hours 3

An examination of computer security concepts, such as cryptographic tools, user authentication, access control, database security, intrusion detection, malicious software, denial of service, firewalls and intrusion prevention systems, trusted computing and multilevel security, buffer overflow, software security, physical and infrastructure security, human factors, and security auditing. Students who have successfully completed CS 428 may not also receive credit for CS 528.

CS534 Compiler Construction

Hours 3

This course provides a graduate level presentation of Compiler construction. Syntax and semantics of procedure-oriented languages and translation techniques used in their compilation; includes computer implementation.

CS535 Computer Graphics

Hours 3

Display memory, generation of points, vectors, etc. Interactive versus passive graphics, analog storage of images on microfilm, etc. Digitizing and digital storage, pattern recognition by features, syntax tables, and random nets. The mathematics of three dimensions, projections, and the hidden-line problem. Students who have successfully completed CS 435 may not also receive credit for CS 535.

CS538 Computer Comm & Networks

Hours 3

This course provides a graduate level presentation of Computer Communications and Networks. The student of the issues related to Computer communications. Topics include physical topologies, switching, error detection and correction, routing, congestion control, and connection management for global networks (such as the Internet) and local area networks (such as Ethernet). In addition, network programming and applications will be considered. Students who have successfully completed CS 438 may not also receive credit for CS 538.

CS542 Cryptography

Hours 3

This course will cover algorithms and concepts in cryptography and data security. We will undertake an examination of algorithms and concepts in cryptography and data security, such as symmetric ciphers, asymmetric ciphers, public-key cryptography, hash functions, message authentication codes, key management and distribution, etc.

CS543 Digital Forensics

Hours 3

Digital Forensics is an area of study that is rapidly growing in importance and visibility. It involves preserving, identifying, extracting, documenting and interpreting digital data. Though sometimes misunderstood, digital forensics is like other types of investigation. With the continuous rise of computer-related incidents and crimes, and the increased emphasis on homeland defense in this country, there is a growing need for computer science graduates with the skills to investigate these crimes. This course will introduce the topics of computer crime and digital forensics. Students will be required to learn different aspects of computer crime and ways in which to uncover, protect and exploit digital evidence.

CS544 Software Security

Hours 3

This course is an introduction to software security principles and practices. Topics for this course will include but not be limited to security architectures, defensive programming, web security, secure information flow, and common software vulnerabilities.

CS545 Software Reverse Engineering

Hours 3

Software Reverse Engineering is an area of study that is rapidly growing in importance and visibility. This course will reveal to students the challenges of monitoring and understanding software systems. During the course students will become familiar with the practice of software reverse engineering files by utilizing static and dynamic techniques, and methods in order to gain an understanding as to what impact a file may have on a computer system.

CS548 Network Security

Hours 3

Concepts concerning network security, including an examination of network security concepts, algorithms, and protocols.

CS551 Data Science

Hours 3

This course introduces fundamental concepts & techniques in data science as well as develops practical skills for data analysis in real-world applications. Given the multi-disciplinary nature of data science, the course will primarily focus on the advantages and disadvantages of various methods for different data characteristics, but will also provide some coverage on the statistical or mathematical foundations. Topics to cover include data preprocessing, data exploration, relationship mining, prediction, clustering, outlier detection, deep learning, spatial and spatiotemporal data analysis, text data analysis, and big data.

Prerequisite(s): MATH 237 with a grade of C- or higher, (MATH 355 or GES 255) with a grade of C- or higher

CS552 Information Retrieval

Hours 3

This course is an introduction to information retrieval principles and practices. The course will cover several aspects of Information Retrieval including; indexing, processing, querying, and classifying data. Also, retrieval models, algorithms, and implementations will be covered. Though the class will focus primarily on textual data, other media including images/videos, music/audio files, and geospatial information will be addressed. Topics for this course will include but not be limited to: text processing and classification, web search development techniques, and document clustering.

CS555 Social Media Data Analytics

Hours 3

The world is experiencing rapid growth in the amount of published data which come from different sources, including Social Media platforms. The availability of programming interfaces to these platforms allows for near real-time processing of these data for various purposes. This course will reveal to students the inherent challenges of analyzing Social Media data and introduce tools and techniques that are available to address them.

CS560 Introduction To Autonomous Robotics

Hours 3

Issues involved with the implementation of robot control software including motion, kinematics, simulation testing, sensor incorporation and unmodeled factors. Students who have successfully completed CS 460 may not also receive credit for CS 560.

Prerequisite(s): CS 300 or CS 426

CS561 Brain Computer Interface

Hours 3

This course involves the exploration of new forms of Human-Computer Interaction (HCI) based on passive measurement of neurophysiological states (cognitive and affective). These include the measurement of cognitive workload and affective engagement.

CS563 Computer Vision

Hours 3

This course is a broad introduction to computer vision. Topics include camera models, multi-view geometry, reconstruction, some low-level image processing, and high-level vision tasks like image classification and object detection.

CS565 Artificial Intelligence

Hours 3

The advanced study of topics under the umbrella of artificial intelligence including problem solving, knowledge representation, planning and machine learning.

CS566 Mathematics for AI

Hours 3

This course provides a comprehensive foundation in the mathematical concepts and techniques essential for understanding and developing artificial intelligence algorithms. Emphasizing both theoretical principles and practical applications, key areas including linear algebra, calculus, probability, and statistics will be explored.

CS567 Computer Systems Architecture

Hours 3

Computer architectures, computer design, memory systems design, parallel processing concepts, supercomputers, networks, and multiprocessing systems.

CS570 Computer Algorithms

Hours 3

This course provides a graduate level presentation of Introduction to Computer Algorithms. Construction of efficient algorithms for computer implementation. Students who have successfully completed CS 470 may not also receive credit for CS 570.

CS575 Formal Languages & Machines

Hours 3

Regular expressions and finite automata. Context free grammars and pushdown automata. Recursively enumerable languages and turing machine. The Chomsky hierarchy. Students who have successfully completed CS 475 may not also receive credit for CS 575.

CS580 Computer Simulation

Hours 3

Introduction to simulation and use of computer simulation models; simulation methodology, including generation of random numbers and variants, model design, and analysis of data generated by simulation experiments. Students who have successfully completed CS 480 may not also receive credit for CS 580.

CS581 High Performance Computing

Hours 3

This course provides students with knowledge and fundamental concepts of high performance computing as well as hands-on experience of the core technology in the field. The objective of this class is to understand how to achieve high performance on a wide range of computational platforms. Topics include: optimizing the performance of sequential programs based on modern computer memory hierarchies, parallel algorithm design, developing parallel programs using MPI, analyzing the performance of parallel programs.

CS583 Computational Foundations of Machine Learning

Hours 3

This course offers a comprehensive overview of machine learning, encompassing both theoretical foundations and practical algorithmic approaches from multiple perspectives. The curriculum includes foundational learning theory, supervised learning with a particular emphasis on modern deep learning techniques, unsupervised learning, and reinforcement learning.

Prerequisite(s): GES 255 or MATH 355 or consent of instructor.

CS584 Reinforcement Learning

Hours 3

This course covers fundamental principles, algorithms, and implementations of reinforcement learning, including the design of computational agents based on machine learning and control theory. The typical methods include reinforcement algorithms, dynamic programming, approximate functions, and temporal difference learning for policy evaluation and control problems. The course will involve the application of these concepts and methods in simulation or real-world problems as well as potentially in the context of psychology and neuroscience.

CS591 Special Topics In CS

SP

Hours 3

Formal courses that cover new and innovative topics in computer science and do not yet have their own course numbers. Specific course titles will be announced.

Special Topics Course

CS592 Independent Study

SP

Hours 1-12

This course requires a written proposal that must be approved by the sponsoring faculty member before registration.

Special Topics Course

CS598 Non-Thesis Research

Hours 1-6

No description available

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CS599 Thesis Research

Hours 1-6

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in Computer Science. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

CS606 Analys Operating Systems

Hours 3

Design of operating systems; advanced examination of synchronization, deadlock, virtual memory, and security; and parallel and distributed systems.

Prerequisite(s): CS 300

CS609 Database Management

Hours 3

An advanced view of database management systems, addressing both practical and theoretical aspects of database systems. The implementation and performance of the relational and NoSQL models will be examined, along with system techniques associated with transaction processing and recovery. Distributed databases, database security, and databases in clouds will also be discussed.

Prerequisite(s): CS 301

CS613 Adv Computer Comm & Networks

Hours 3

Study of computer networks, including telecommunications and related data transmission techniques. Network philosophy, design, and implementation.

Prerequisite(s): CS 438 or CS 538

CS618 Wireless Mbile Netwrk Protocl

Hours 3

Network protocol design and analysis in wireless and mobile networks. Topics include ad hoc.

Prerequisite(s): CS 438 or CS 538 or CS 613

CS630 Empirical Software Engineering

Hours 3

Introduction to empirical research methods in software engineering. Focus on measuring processes and designing experiments.

CS642 Modern Cryptography

Hours 3

This course offers a comprehensive introduction to Modern Cryptography, and, specifically, its main formalisms, solutions, and open questions, with a heavy focus on application aspects, including case studies for real-life uses of Modern Cryptographic Protocols.

Prerequisite(s): CS 442 or CS 542

CS648 IoT and IoT Security

Hours 3

Concepts and technologies in IoT and IoT security, including introduction to IoT applications, IoT protocols, threats and countermeasures.

CS651 Deep Generative Modeling

Hours 3

This course teaches the design of deep generative learning methods for modeling physics processes, such as water sciences, material sciences, and neuroscience. The course aims to teach the theoretical methods of artificial intelligence that act appropriately and effectively in novel situations that occur in open worlds. The course will cover the scientific principles to quantify and characterize novelty in open-world domains, teach students how to develop generative AI systems that react to novelty in those domains and demonstrate and evaluate these systems in a selected domain. The course will involve applying concepts and methods in the context of physics processes.

CS665 Intelligent Robotics

Hours 3

The study of intelligent robotics allows robots to gather information from surrounding environments and take actions autonomously. This course will cover fundamental principles and methods of manipulation and navigation for intelligent robotics.

CS683 Large Language Models

Hours 3

This course explores the architecture, training, and applications of large language models (LLMs), exploring their impact on natural language processing (NLP) and machine learning at large. Students will engage with theoretical foundations, practical implementations, and ethical considerations surrounding LLMs. Through lectures, hands-on projects, and collaborative research, participants will develop a comprehensive understanding of how to leverage these models for innovative solutions in various domains.

Prerequisite(s): CS 483 or CS 583 or equivalent course

CS691 Special Topics

SP

Hours 3

Formal courses that cover new and innovative topics in computer science and do not yet have their own numbers; specific course titles will be announced.

Special Topics Course

CS692 Independent Study

SP

Hours 1-12

This course requires a written proposal that must be approved by the sponsoring faculty member before registration.

Special Topics Course

CS697 PhD Mentored Instructional Experience

Hours 1-2

This course provides Ph.D. students with pedagogical instruction, mentoring, and practical experience related to teaching and mentoring in a higher education environment. Does not count toward Ph.D. coursework requirements.

CS698 Preparing Dissertation Proposal

Hours 1-12

This independent research course is designed for Ph.D. students in Computer Science who have completed their coursework and the Ph.D. Qualifying Exam, but have not been admitted to Ph.D. candidacy. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology to prepare the dissertation proposal.

CS699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral-level research dissertation hours toward the Ph.D. degree in Computer Science. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

ECE508 Communications

Hours 3

Analog and digital communication systems, random signals, sampling, filtering, analog-to-digital encoding, advanced digital modulation/demodulation, source encoding/decoding, channel encoding/decoding, multiplexing, system performance analysis.

Prerequisite(s): ECE 370 and MATH 355

ECE509 Communications Lab

Hours 1

Modeling and design of communication systems. Familiarization with specialized communications equipment and techniques. Proper use of laboratory instruments.

Prerequisite(s): ECE 370 and MATH 355

Prerequisite(s) with concurrency: ECE 508

ECE530 Solid State Devices

Hours 3

Solid state physics for semiconductor devices, PN junction, metal semiconductor, JFET/MESFET, MOSFET, BJT, and non-ideal behaviors of solid state devices. Organic thin film devices, including organic solar cells, thin film transistors, light emitting diodes, and their application for flexible displays.

Prerequisite(s): ECE 330

ECE539 Thin Film Technology

Hours 3

Crystal structure and defects, film nucleation and growth models, growth of polycrystalline and epitaxial films, vacuum science technology, physical and chemical vapor deposition, solution based methods, thin film characterization techniques.

Prerequisite(s): ECE 225 or PH 253

ECE540 Electromagnetic Waves

Hours 3

Mathematics and physics of the radiation, propagation and scattering of electromagnetic waves. Boundary value problems involving finite and infinite structures, waveguides, antennas and media.

Prerequisite(s): ECE 340

ECE545 Microwave Remote Sensing

Hours 3

Fundamentals of active and passive microwave remote sensing.

ECE546 Ground- and Surface- Water Remote Sensing

Hours 3

Requirements, design, and operation of surface-based, airborne, and spaceborne remote sensing technologies for surface-water, soil moisture, groundwater, river flow and bathymetry and snow.

ECE547 Water Quality Remote Sensing

Hours 3

Requirements, design, and operation of in-situ and remote sensing technologies for water quality of river, lake, estuarial, and coastal regions.

ECE551 Power Electronics

Hours 3

Detailed study on the theory and operation of power electronic converters and systems. Overview of enabling power semiconductor switching devices. Introduction to feedback control of converters. Machine drives fundamentals.

Prerequisite(s): ECE 332 and ECE 350

ECE552 Power Electronics Laboratory

Hours 1

Laboratory experience in three phase power systems and electric machinery. Laboratory experience on the theory and operation of power electronic converters, systems and machine drives.

Prerequisite(s): ECE 350 and ECE 332

Prerequisite(s) with concurrency: ECE 551

ECE553 Power Systems

Hours 3

Basic power systems concepts and per unit quantities; transmissions line, transformer and rotating machine modeling; power flow; symmetrical component of power systems; faulted power system analysis.

Prerequisite(s): ECE 350

ECE554 Power Systems Laboratory

Hours 1

Test and analysis of power systems and machine devices and the design of systems using devices.

Prerequisite(s): ECE 350

Prerequisite(s) with concurrency: ECE 553

ECE555 Electromechanical Systems

Hours 3

Static and dynamic modeling, analysis, and simulation of mechanical, electrical, hydraulic, and mixed systems. MATLAB and SIMULINK model development and simulation.

Prerequisite(s): ECE 225 and MATH 238

ECE562 Semiconductor Optoelectronics

Hours 3

Elemental and compound semiconductors; fundamentals of semiconductors physical properties, solid state physics, optical recombination and absorption, light emitting diodes, quantum well lasers, quantum dots lasers, blue lasers, semiconductor modulators, photodetectors, semiconductor solar cells and semiconductor nanostructure devices.

Prerequisite(s): PH 253

ECE563 Magnetic Materials & Devices

Hours 3

Diamagnetism and Paramagnetism, Ferromagnetism, Antiferromagnetism, Ferrimagnetism, magnetic anisotropy, domains and the magnetization process, fine particles and thin films, magnetization dynamics.

Prerequisite(s): ECE 340

ECE575 Control System Analysis

Hours 3

Classical and modern feedback control system analysis and methods, including stability, root locus, Bode plot, frequency response, and computer analysis.

Prerequisite(s): ECE 370

ECE576 Control Systems Lab

Hours 1

This course will provide students with practical and experimental analysis and design of feedback control systems and components, including electrical, mechanical, and electromechanical systems.

Prerequisite(s): ECE 370

Prerequisite(s) with concurrency: ECE 575

ECE579 Digital Control Systems

Hours 3

Frequency and time domain methods in discrete time control systems; sampling of continuous-time signals, stability, transform design techniques, state variable analysis, and design techniques.

Prerequisite(s): MATH 237 and ECE 370 and ECE 475

ECE580 Digital Systems Design

Hours 3

Digital systems design with hardware description languages, programmable implementation technologies, electronic design automation design flows, design considerations and constraints, design for test, system on a chip designs, IP cores, reconfigurable computing and digital system design examples and applications.

Prerequisite(s): ECE 383 and CS 101 Corequisite: ECE 581

ECE581 Digital Systems Design Lab

Hours 1

Logic design and simulation via hardware description languages, use of electronic design automation tools, and CPU design.

Prerequisite(s): ECE 383 and CS 101 Corequisite: ECE 580

ECE582 Comp Visn Dig Image Proc

Hours 3

Introduction to computer vision and digital image processing with an emphasis on image representation, transforms, filtering, compression, boundary detection, and pattern matching.

Prerequisite(s): MATH 355 and CS 124

ECE583 Introduction to Machine Learning

Hours 3

Machine learning studies methods that allow computers to learn from the data and act without being explicitly programmed. This course provides an introduction to machine learning and covers various supervised and unsupervised learning techniques, methods of dimensionality reduction, and assessment of learning algorithms.

Prerequisite(s): MATH 355 or consent of instructor

ECE584 Computer Architecture

Hours 3

Computer architectures, computer design, memory systems design, parallel processing concepts, supercomputers, networks, and multiprocessing systems.

Prerequisite(s): ECE 383 and CS 101

ECE586 Embedded Systems

Hours 3

Integration of microprocessors into digital systems. Includes hardware interfacing, bus protocols and peripheral systems, embedded and real-time operating systems, real-time constraints, networking and distributed process control.

Prerequisite(s): ECE 383 and CS 101 Corequisite: ECE 587

ECE587 Embedded Systems Laboratory

Hours 1

Design and implementation experience with microcontrollers, interfacing, digital control systems, bus protocols and peripheral systems, real-time constraints, embedded and real-time operating systems, distribution process control.

Prerequisite(s): ECE 383 Corequisite: ECE 586

ECE588 Computational Intelligence

Hours 3

Computational Intelligence is a discipline that relies on biologically inspired computation to solve real-world problems that otherwise are infeasible or impossible to solve using classical engineering approaches. The course will cover the fundamental techniques of computational intelligence and study practical applications in real-world engineering problems.

Prerequisite(s): MATH 355 or consent of instructor.

ECE593 Special Topics

SP

Hours 1-5

Advanced topics of a specialized nature.

Special Topics Course

ECE598 Non-Thesis Research

Hours 1-6

No description available

ECE599 Thesis Research

Hours 1-12

No description available

ECE637 Fund Solid State Engineering

Hours 3

Fundamentals of solid state physics and quantum mechanics are covered to explain the physical principles underlying the design and operation of semiconductor devices. The second part covers applications to semiconductor microdevices and nanodevices such as diodes, transistors, lasers and photodetectors incorporating quantum structures.

Prerequisite(s): PH 253

ECE662 Advanced Nanoscience

Hours 3

Advanced quantum physics; basics of nanotechnology, molecular and nanoelectronics; fundamentals in nanophotonics; interaction of light and matter; nanostructure characterization; bionanotechnology.

Prerequisite(s): PH 253

ECE693 Special Topics

SP

Hours 1-9

Advanced topics of a specialized nature.

Special Topics Course

ECE695 Graduate Research Seminar

Hours 1

This course exposes the faculty, researchers, and students in the ECE department to current research in all areas of Electrical and Computer Engineering. This seminar series focuses on science, technology, and innovation topics studied through the embedded systems, electromechanical and energy systems, devices and materials, and electromagnetics foci within the department. The seminar speakers will be invited from the ECE faculty and graduate students, national research laboratories, other universities, and industry.

ECE697 PhD Instructional Training and Practicum

Hours 1-2

This course provides Ph.D. students with pedagogical instruction, mentoring, and practical experience related to teaching and mentoring in a higher education environment. Does not count toward Ph.D. coursework requirements.

ECE698 Non-Dissertation Research

Hours 1-12

Independent study; general research activities; no credit toward Ph.D.; no substitution for ECE 699. This course serves as an introduction to Ph.D.-level research prior to Ph.D. candidacy. It involves early-stage research activities to prepare students for more focused dissertation research taken as ECE 699 once admitted to Ph.D. candidacy.

ECE699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral level research dissertation hours toward the Ph.D. in Electrical and Computer Engineering. The course is conducted under the guidance of the Ph.D. advisor. Materials covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be focused on readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

ENGR501 Preparation for Instructional Assistance in Engineering

Hours 3

An introduction to the concepts of teaching and learning in STEM. Focus is on developing skills and understanding pedagogical techniques to be successful in various teaching roles, including teaching assistant and instructor of record.

GES500 Engineering Statistics

Hours 3

Probability and basic statistical concepts. Discrete and continuous distributions; the central limit theorem; sampling distributions; point and interval estimation; hypothesis testing; regression and correlation analysis; analysis of variance.

GES551 Matrix And Vector Analysis

Hours 3

This course provides a graduate level overview of linear algebra and vector analysis. Topics covered include; linear simultaneous equations, eigenvalues and eigenvectors, matrix functions, computer techniques, and transformations, vector calculus, the Laplacian, and integral theorems such as the theorems of Green and Stokes.

GES554 Partial Diff Equations

Hours 3

This course examines the solution of partial differential equations by focusing on three specific equations: (1) the heat equation, (2) the wave equation, and (3) Laplace's equation. Topics covered include: Fourier transforms, Sturm-Liouville problems, classification of partial differential equations, Bessel functions, and numerical methods for solving partial differential equations.

GES555 Nonlinear Partial Differential Equations

Hours 3

An introduction to nonlinear partial differential equations. Exact solutions, approximate solutions, and numerical solutions will all be considered. The course content is supported by numerous applications.

Prerequisite(s): GES 554

IDGR597 Non-Thesis Research

Hours 1-6

This independent study course provides master's students the opportunity to engage in research under the direct supervision of a graduate faculty mentor. Students will design, implement, and analyze research projects that contribute to their field of study, focusing on developing expertise in research methodologies, data interpretation, and scholarly writing. This pass/fail course is designed to foster skills and knowledge that support future dissertation work or other scholarly pursuits. Regular progress reports and meetings with the faculty supervisor are required.

IDGR598 Capstone Project Practicum

Hours 3-6

A workplace-based internship or practicum during which the principles learned in Interdisciplinary Master's coursework will be integrated into a real-world setting, to solve a problem (the "capstone project"). Under the supervision of the advisory committee, students will develop and present the results of their Capstone Project in both written and oral form.

IDGR599 Thesis Research

Hours 1-6

This independent research course partially fulfills required research hours toward a Plan I interdisciplinary master's degree. A minimum of 6 thesis research hours are required, at 1-6 hours per semester. The course is conducted under the guidance of the primary advisor, with support from the advisory committee. Material covered will be of an advanced nature aimed at providing students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be focused on readings of research articles and development of research methodology, with the aim of producing an original thesis evidencing research capacity, independent thought, integration of the disciplines represented in the plan of study, and the student's ability to interpret research materials in the student's field.

IDGR601 GTA Assistant Only

Hours 1-12

No description available

IDGR602 GTA Teaching

Hours 1-12

No description available

IDGR603 GRA Research

Hours 1-12

No description available

IDGR604 GA-Student, Admin or Other

Hours 1-12

No description available

IDGR650 Preparing Future Faculty and Scholars

Hours 1

The Preparing Future Faculty & Scholars course is designed to provide Doctoral and MFA students with a series of topics, discussions, and activities that expose them more fully to the realities of post-graduate life inside and outside of academia. Through participation in coursework, workshops, online training, and/or mentoring, this course increases students' awareness of expectations for pre-tenure faculty performance, in addition to the foundational information needed to find, sustain, and enhance their future in academia and/or non-academic careers.

IDGR651 Innovation and Commercialization in Academic Research

Hours 1

This advanced graduate seminar course is designed for doctoral students who aspire to transform their scientific research into marketable innovations. It provides a comprehensive overview of the journey from laboratory discovery to commercial product or service. The curriculum blends theoretical knowledge with practical insights, equipping students with the tools and strategies necessary for successful commercialization.

IDGR698 Non-Dissertation Research

Hours 1-6

This independent study course provides doctoral students the opportunity to engage in doctoral-level research under the direct supervision of a graduate faculty mentor. Students will design, implement, and analyze research projects that contribute to their field of study, focusing on developing expertise in research methodologies, data interpretation, and scholarly writing. This pass/fail course is designed to foster skills and knowledge that support future dissertation work or other scholarly pursuits. Regular progress reports and meetings with the faculty supervisor are required.

IDGR699 Dissertation Research

Hours 1-12

Dissertation Research.

ME501 Mech Engr Analysis I

Hours 3

This course is designed to provide the graduate students with fundamental concepts of advanced mathematical analysis of continuous and discrete mechanical engineering systems. The course includes intensive discussion of ordinary differential equations, Fourier analysis, and advanced vector calculus with applications to dynamic systems, heat transfer as well as fluid and solid mechanics.

ME506 Found Thermal Power Gen

Hours 3

Thermal power systems; components, process analysis and modeling, fuels, combustion, environmental aspects, and availability analysis in steam and gas turbine plants. Examination of recent trends such as cogeneration and combined cycles.

ME508 Non-Equilibrium Gas Dynamics

Hours 3

This course covers basics of the kinetic theory of gases, methods of solving the problems formulated in terms of the Boltzmann equation, as well as their applications in engineering and technology. The course focuses on the direct simulation Monte Carlo (DSMC) method as the primary practical tool for simulations of non-equilibrium gas flows.

ME509 Intermed Heat Transfer

Hours 3

A first course in heat transfer at graduate level. Review of undergraduate treatment of conduction, convection, and radiation modes of energy transfer, with emphasis on theoretical concepts. Topics may include separation of variables solutions, superposition concepts, development of boundary layer equations, similarity solutions, spectral dependence of surface radiative properties, radiation exchange in diffuse, gray enclosures.

Prerequisite(s): ME 309 and AEM 311

ME511 Computational Heat Transfer and Fluid Flow

Hours 3

An introductory course providing computational background and experience to solve realistic heat transfer and fluid flow problems. Course will provide background on numerical techniques, and exposure to computer programming and commercial computational fluid dynamics (CFD) software.

ME514 Principles of Combustion I

Hours 3

Energy sources, combustion systems, fuels and emissions, combustion thermodynamics, chemical kinetics, 1D reactors, combustion phenomena (ignition, flashback, blow-off, deflagration, detonation, etc.), laminar and turbulent premixed and non-premixed flames, and heterogeneous combustion.

ME516 Fnd Energy Conserv & Mgt

Hours 3

Analysis and management of energy use in residential, commercial, and industrial applications, including lighting, heating and cooling, controls, and energy management systems. Topics include economics, auditing, energy management, and alternative energy sources.

ME517 Sustainable Energy

Hours 3

The course is presenting the thermodynamics, heat transfer, and fluid mechanics aspects of renewable energy systems and applications. An overview of common systems and applications for renewable energy sources are provided. Renewable energy systems are described, and their fundamental analyses are discussed. The course provides insight into both the scientific foundations and the engineering practice of renewable energy systems. The course covers both technical and economic analyses of renewable systems. The analysis will be done through practical examples. The general energy picture of the world is presented with an introduction to renewable energy systems and comparison with various fossil fuels. Fundamentals and applications of solar energy systems are analyzed followed by wind, hydro, geothermal, biomass, and ocean energies. Hydrogen is introduced as an energy carrier and the principles of fuel cells are described. The engineering economic analyses of renewable energy projects are also discussed. Finally, environmental effects of energy are covered in this course.

ME520 Gas Turbines

Hours 3

Build understanding of aviation and industrial gas turbines, their components, design, and performance. The course will also cover improvements being made in the industry to make gas turbines environment friendly and a discussion of future options.

Prerequisite(s): ME 305

ME522 Reliability Maint & TPM

Hours 3

*No description available***ME526 Internal Combustion Engines**

Hours 3

This course introduces how internal-combustion engines work, and links analysis and testing techniques used for their design and development to subjects presented within the mechanical engineering curriculum. Laboratory activities serve to reinforce and illustrate analysis application as well as provide visual reference to common internal-combustion engine components.

Prerequisite(s): ME 305

ME530 Fuzzy Set Theory & Application

Hours 3

The course covers the basic concepts in fuzzy set theory, fuzzy logic, and approximate reasoning. Relation between fuzzy set theory, probability theory, and possibility theory is discussed. Applications of fuzzy set theory in manufacturing systems are outlined. Basic knowledge of probability theory and set theory is expected. Students need to be conversant with calculus and basics of matrix-vector manipulations.

ME538 Modeling of Deformation Processes Part I

Hours 3

Introduction to the finite element method with a special focus on linear elastic deformation modeling with application to solids and structures. This course will cover the mathematical formulation of the strong form, weak form, and finite element solution, along with techniques for the computational implementation of the finite element method. Operational experience with programming (MATLAB or equivalent) is strongly recommended.

Prerequisite(s): MATH 237 or MATH 510 or GES 551 or instructor approval

ME540 Failure of Engineering Materials

Hours 3

Understand how structural components fail and apply the proper techniques for a failure analysis investigation. Demonstrate the ability to identify and differentiate fractographic features of material failure including overload and progressive failures (ductile, brittle, fatigue, creep, corrosion, wear). Practical failure analysis project experience included.

ME542 Multiscale Material Design

Hours 3

This course covers an introduction to materials modeling, terminology, and fundamentals of modeling/simulations in engineering systems, modeling materials at atomic scales using molecular dynamics techniques, statistical methods, mesoscale simulations using phase-field, largescale simulations using continuum mechanics, and finite element method. It also provides basic training on the software tools used in the field – e.g., COMSOL, LAMMPS, VMD, ParaView. Students will learn to develop analytical material models across different scales, build associated numerical codes, perform computer simulations, visualize the data, and analyze the results.

ME544 Forming Processes

Hours 3

This course covers the mechanics of materials in application to forming processes. It includes an introduction to index notation and tensor algebra, the kinematics of motion, stress and strain tensors, constitutive models, balance laws and governing equations, boundary conditions, and an overview of solution methods for material forming processes.

ME546 Atomistic Modeling of Materials

Hours 3

This course focuses on the classical molecular dynamics method as a universal tool for calculation of properties of matter in solid, liquid, and gaseous states. The course includes both lectures and a computer practicum that requires elementary programming in C and use of the LAMMPS molecular simulator. An introduction into C programming is provided as a part of the course.

Prerequisite(s): ME 501

ME548 Biomechanics of Human Movement

Hours 3

An overview of the broad field and major challenges of movement bio mechanics; II. the principles of classical mechanics, anatomy, and physiology to describe, analyze, and assess human motion; and III. the engineering tools and the mathematical approaches applied to perform bio mechanical analysis of moving bodies.

ME550 Advanced Machine Design

Hours 3

The theory and application of creep, high temperature fatigue, fretting fatigue, contact mechanics, and fracture mechanics to design against catastrophic failures in structures are studied.

Prerequisite(s): ME 350

ME552 Fundamentals of Automotive Systems

Hours 3

Description of a generic vehicle development process. Full vehicle concepts. Performance and fuel efficiency calculations. Fundamentals of internal combustion engines, thermodynamic principles, vibrations. Transmission and drive train design.

Prerequisite(s): MATH 238 Differential equations.

ME556 Mechatronics

Hours 3

This is the introductory course to the field of Mechatronics and Robotics. It covers fundamentals of electronics required for mechatronics systems, introduction to microcontroller (Arduino/Beaglebone/Raspberry pi) programming and interfacing, data acquisition, sensing and actuation. The course is a mix of instructional theory and lab, coupled with an independent exploratory project.

ME558 Modeling and Simulation of Automotive Systems

Hours 3

Introduction to modeling and simulation of automotive systems with various components including internal combustion engine, transmission, battery, electric motor, and chassis dynamics. Energy efficiency and dynamic performances of conventional, hybrid electric, and full electric vehicles are covered.

Prerequisite(s): ME 349: Engineering Analysis ME 372: Dynamic Systems

ME560 Thermal Fluid Measurement and Analysis

Hours 3

Methods for acquisition and analysis of thermal systems-based measurements and actuator controls. Practical applications of various programming interfaces and embedded devices. Assignments focus on thermal-fluid measurement/actuator control topics applied to student's research topics. Assignment and lecture material will be supported by benchtop demonstrations of sensors and actuators in-class as appropriate.

ME562 Intermediate Dynamics

Hours 3

Dynamics of systems in moving coordinate frames; Lagrangian formulation and Hamilton's principle; stability and perturbation concepts for rigid body motion; motion of systems of rigid bodies in three dimensions.

ME564 Additive Manufacturing of Metals by Design

Hours 3

This course delves into the world of design of components and processes to be built using Additive Manufacturing techniques. Students explore design principles, advanced techniques, and material selection for crafting intricate metal components. The course empowers participants to harness cutting edge technologies in metal fabrication, fostering creativity and expertise in the field.

ME570 Mechanical Vibrations

Hours 3

Formulation and solution of free and forced vibration problems for undamped and damped systems with single and multiple degrees of freedom. An introduction to modeling vibrations in continuous systems is also included. Superposition methods utilizing waveform decomposition, such as Fourier Series, are presented for use in both solution methods and system analysis. Experimental techniques of vibration measurement are also introduced.

ME571 Fundamentals Of Acoustics

Hours 3

Fundamental physical principles underlying wave propagation and resonance in mechanical systems. The course introduces modeling, applications, and provides experience in acoustic and audio measurements and the associated instrumentation. The human auditory transduction mechanism is also studied along with physical parameters that describe how humans hear.

ME572 Introduction to Robotic Kinematics

Hours 3

This course covers the fundamental concepts of robotics that will enable students to perform kinematic and static force analyses of robotic systems. Rigid-body motion in three-dimensional space is analyzed using rotation and transformation matrices. Screw theory approach is used for representing and conducting forward kinematics of manipulators (product of exponentials). Inverse kinematics of open-chain manipulators is examined using analytical and numerical techniques. Jacobian-based methods are discussed for conducting velocity and static force analyses.

ME575 Control Systems Analysis

Hours 3

Classical feedback control system analysis, Laplace transform, transfer function, time response, proportional-integral-derivative control, root locus, frequency response, and computerized analysis. Also includes a brief introduction to modern control techniques.

ME577 Advanced Linear Control

Hours 3

Modern techniques for the analysis and design of linear control systems. Matrix formulation; multivariable control systems; state-variable concepts; discrete-time systems; optimization; and statistical design methods.

ME583 Additive Manufacturing

Hours 3

Introduction to Additive Manufacturing (AM) and Rapid Prototyping. This course will cover the various techniques for AM such as Liquid AM, Sheet AM, Wire AM, and Powder AM. Students will compare physical and mechanical properties of additively manufactured parts and explore a broad range of 3D-Printing applications including biomedical, aerospace, army, and consumer products.

ME585 Microfabrication

Hours 3

Microelectromechanical Systems (MEMS) are miniature devices comprising of integrated mechanical (levers, springs, deformable membranes, vibrating structures, etc.) and electrical (resistors, capacitors, inductors, etc.) components designed to work in concert to sense and report on the physical properties of their immediate or local environment, or, when signaled to do so, to perform controlled physical interaction or actuation with their immediate or local environment. Microfabrication technology is the science behind this miniaturization. Most microfabrication techniques have similar roots to those developed originally for the fabrication of integrated circuits. MEMS and Microfabrication cut across a large number of industries and applications, which is part of why their potential is so compelling. Lightweight computers, cellular phones, digital cameras, microneedles for painless drug deliveries, airbag sensors, etc. would not be here without advancements in MEMS and microfabrication technology. This course brings together the basic understanding of various microfabrication processes, different MEMS devices, and how they can be exploited in a wide range of engineering applications. The physics behind the operation of different fabrication tools will be covered, and the fabrication and operation of real-world examples will be explained.

ME591 Special Problems

SP

Hours 3

This course covers topics not currently covered by an existing course in the catalog and is usually associated with a faculty member's specialty area. Content varies by section and semester.

Special Topics Course

ME594 Special Project

SP

Hours 2-6

Planning, executing, and presenting results of an individual project involving a research design, analysis, or similar undertaking.

Special Topics Course

ME598 Non-Thesis Research

Hours 1-3

*No description available***ME599 Thesis Research**

Hours 1-12

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in Mechanical Engineering. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field. Variable hours.

ME605 Classical Thermodynamics

Hours 3

Classical macroscopic thermodynamic analysis of systems, pure substances, mixtures, and reacting systems.

ME607 Conduction Heat Transfer

Hours 3

Transient, multidimensional heat conduction in various geometries, and the mathematical and numerical means to analyze them.

ME618 Princ Of Combustion II

Hours 3

Parameters of confined combustion; evaporation of fuel, velocity of flames, detonation, and chamber design; dynamic effects; and measuring techniques. Assigned papers.

ME638 Modeling of Deformation Processes Part 2

Hours 3

Introduction to topics regarding non-linear finite element modeling. This course will cover the deformation modeling of solids and structures where the problem exhibits non-linear behavior, with a special focus on non-linear elasticity, plasticity, and the iterative solution methods necessary to solve such problems. Operational experience with programming (MATLAB or equivalent) is strongly recommended.

Prerequisite(s): ME 538

ME670 Advanced Vibrations

Hours 3

Covers advanced concepts in mechanical vibration analysis. Topics include introduction to variational approach and energy methods applied to motions of deformable body in three dimensions; vibrations of distributed-parameters systems including strings, bars, shafts, beams, membranes, and plates. Covers approximate methods, Rayleigh's Quotient, Rayleigh-Ritz method, method of functions expansion, Galerkin's and assumed mode methods, design and analysis of a variety of vibration-control systems, and recent advances in vibration of micro- and nano-scale systems.

Prerequisite(s): ME 470 or ME 570

ME674 Nonlinear Control Systems

Hours 3

Analysis of nonlinear systems. Nonlinear controller design techniques. State variables, phase plane analysis, describing functions, and Lyapunov stability theory.

Prerequisite(s): ME 475 OR ECE 475

ME691 Special Problems

SP

Hours 1-6

No description available

Special Topics Course

ME694 Special Project

SP

Hours 2-6

Planning, executing, and presenting results of an individual project involving a research design, analysis, or similar undertaking.

Special Topics Course

ME695 Graduate Seminar

Hours 1

This is a first course in Graduate Research Seminar series offered by the Department of Mechanical Engineering. Students are exposed to a variety of lectures.

ME696 Graduate Seminar

Hours 1

This is a second course in Graduate Research Seminar series offered by the Department of Mechanical Engineering. Students are exposed to a variety of lectures.

Prerequisite(s): ME 695

ME697 Graduate Seminar

Hours 1

This is a third course in Graduate Research Seminar series offered by the Department of Mechanical Engineering. Students are exposed to a variety of lectures.

Prerequisite(s): ME 695 and ME 696

ME698 Non-Dissertation Research

Hours 1-12

Credit is based on the amount of work undertaken on non-dissertation related research in a mechanical engineering area, the outcome of which is a defined result presented in a report, paper, manuscript, or presentation at a conference or seminar. Instructor permission required.

ME699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral degree in Mechanical Engineering. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

MTE501 Introduction to the Fundamentals of Materials Science

Hours 3

The course provides graduate students from non-materials disciplines with a graduate-level introduction to the fundamentals of materials science. This class is not intended for those possessing materials science related degrees. Topics include crystallography, defects, diffusion, basic thermodynamics and kinetics, phase equilibria and transformations, electronic properties and basic microstructure analysis techniques.

Prerequisite(s): Permission of instructor

MTE510 Crystalline Defects in Materials

Hours 3

Advanced work of an investigative nature. Credit awarded is based on the work accomplished. Defects in materials contribute significant to various properties including but not limited to deformation mechanisms, phase transformation pathways, and transport properties. This course provides a fundamental and quantitative overview of point, line, and interfacial imperfections in crystalline materials. In particular, the thermodynamic contributions, structure, and migration of these types of defects will be discussed and their impact on material behavior and/or properties.

MTE515 Introduction to Electron and Ion Microscopy

Hours 3

The course provides students an introduction to electron and ion microscopy theory and application to materials science with an emphasis towards scanning and transmission electron microscopy methods.

MTE519 Solidification Science

Hours 3

Overview of the principles of solidification processing, the evolution of solidification microstructure, segregation, defects and the use of analytical and computational tools for the design, understanding and use of solidification processes.

MTE539 Metallurgy Of Welding

Hours 3

Thermal, chemical, and mechanical aspects of welding using the fusion welding process. The metallurgical aspects of welding, including microstructure and properties of the weld, are also covered. Various topics on recent trends in welding research.

Prerequisite(s): MTE 380

MTE550 Plasma Processing of Thin Films

Hours 3

This course will cover fundamental technology involved in thin film processing. Plasma deposition and etch technology will be discussed. The basics of plasma processing equipment will be detailed, with special emphasis on sputtering tools. A range of thin film applications will be explored, with examples of magnetics, semiconductor, optical, and medical applications. The fundamentals of process optimization using a Design of Experiments will be taught with a test case of process optimization for the final exam.

Prerequisite(s): PH 105 or with permission of instructor.

MTE556 Advanced Mechanical Behavior

Hours 3

Topics include elementary elasticity, plasticity, and dislocation theory; strengthening by dislocation substructure, and solid solution strengthening; precipitation and dispersion strengthening; fiber reinforcement; martensitic strengthening; grain-size strengthening; order hardening; dual phase microstructures, etc.

Prerequisite(s): MTE 455

MTE562 Metallurgical Thermodyn

Hours 3

Laws of thermodynamics, equilibria, chemical potentials and equilibria in heterogeneous systems, activity functions, chemical reactions, phase diagrams, and electrochemical equilibria; thermodynamic models and computations; and application to metallurgical processes.

Prerequisite(s): MTE 362

MTE565 Atom Probe Tomography

Hours 3

This course introduces the theoretical background and practical information necessary to investigate materials using atom probe microscopy techniques. Topics will include the origins of the technique through field emission microscopy and its evolution into current atom probe tomography methods and instruments. The fundamentals of field emission, evaporation, desorption and other related behaviors is provided to establish an understanding of the physics of how atom probe microscopy operates. The course will also emphasize processes for assessing atom probe data quality, how to represent such data, advancements and limitations in data interpretation, and proper implementation of advanced data mining algorithms. Course instruction will be through lectures and assignments to assess student progress.

MTE567 Strengthening Mechanisms in Materials

Hours 3

Mechanisms and micromechanics of strengthening in engineering materials. This course covers the physical phenomena that contribute towards high mechanical strength in engineering materials. Principles for designing high strength materials will be addressed.

Prerequisite(s): MTE 455 or equivalent: or permission of instructor

MTE579 Advanced Physical Metallurgy

Hours 3

Graduate-level treatment regarding how metallurgical processing controls phase transformations and its outcomes on microstructure stability and mechanical strengthening mechanisms found in such microstructures.

MTE581 Diffractometry of Materials

Hours 3

The course provides graduate students an introduction to governing principles and equations for quantitative assessment of X-ray, electron, and neutron diffraction.

MTE583 Adv Structure Of Metal

Hours 3

Graduate-level treatments of symmetry, crystallography, crystal structures and defects in crystals. Application of analytical techniques to study crystal structures and textures in materials.

MTE585 Materls At Elevd Temps

Hours 3

Influence of temperatures on behavior and properties of materials.

MTE587 Corrosion Science & Engr

Hours 3

Fundamental causes of corrosion problems and failures. Emphasis is placed on tools and knowledge necessary for predicting corrosion, measuring corrosion rates, and combining this with prevention and materials selection.

Prerequisite(s): MTE 271 and CH 102 or CH 118

MTE591 Special Problems

SP

Hours 1-4

Advanced work of an investigative nature. Credit awarded is based on the work accomplished.

Special Topics Course

MTE592 Special Problems

SP

Hours 1-3

Advanced work of an investigative nature. Credit awarded is based on the work accomplished.

Special Topics Course

MTE598 Non Thesis Research Hours

Hours 1-12

Credit is based on the amount of work undertaken on non-thesis related research in a metallurgical and materials engineering area, the outcome of which is a define result presented in a report, paper, manuscript, or formal presentation at a conference or an MTE seminar. Instructor permission required. No prerequisites required.

MTE599 Thesis Research

Hours 1-12

No description available

MTE602 Fracture of Brittle Materials

Hours 3

This course explains fracture from atomistic, energy balance and fracture mechanics points of view and directs this knowledge towards the development and application of brittle materials.

MTE610 Defects in Crystalline Materials

Hours 3

Defects in materials contribute significant to various properties including but not limited to deformation mechanisms, phase transformation pathways, and transport properties. This course provides a fundamental and quantitative overview of point, line, and interfacial imperfections in crystalline materials. In particular, the thermodynamic contributions, structure, and migration of these types of defects will be discussed and their impact on material properties.

MTE655 Transmission Electron Microscopy

Hours 3

The course provides graduate students an introduction to electron and ion microscopy theory and application to materials science with an emphasis towards scanning and transmission electron microscopy methods.

Prerequisite(s): MTE 515

MTE670 Scanning Electron Microscopy

Hours 3

Theory, construction, and operation of the scanning electron microscope. Both imaging and x-ray spectroscopy are covered. Emphasis is placed on application and uses in metallurgical engineering and materials-related fields.

MTE680 Advanced Phase Diagrams

Hours 3

Advanced phase studies of binary, ternary, and more complex systems; experimental methods of construction and interpretation.

MTE684 Fund Solid State Engineering

Hours 3

Fundamentals of solid state physics and quantum mechanics are covered to explain the physical principles underlying the design and operation of semiconductor devices. The second part covers applications to semiconductor microdevices and nanodevices such as diodes, transistors, lasers, and photodetectors incorporating quantum structures.

Prerequisite(s): MTE 271 or ECE 332

MTE687 Microstructure Evolution of Materials

Hours 3

The course will cover the fundamentals and state-of-the-art techniques used in mathematical modeling and computer simulation of microstructure formation and control during the solidification and solid state transformations of materials. The concepts and methodologies covered in this course for net-shape casting and ingot remelt processes can be applied, with some modifications, to model other materials processes such as welding, deposition, and heat treatment processes. Modeling and simulation of microstructure evolution requires complex multi-scale computational areas, from computational fluid dynamics macroscopic modeling through mesoscopic to microscopic modeling, as well as strategies to link various length-scales emerged in modeling of microstructural evolution.

MTE691 Special Problems

SP

Hours 1-3

Credit awarded is based on the amount of work undertaken.

Special Topics Course

MTE698 Non Dissertation Research

Hours 1-12

Credit is based on the amount of work undertaken on non-dissertation related research in a metallurgical and materials engineering area, the outcome of which is a define result presented in a report, paper, manuscript, or formal presentation at a conference or an MTE seminar. Instructor permission required.

MTE699 Dissertation Research

Hours 1-12

No description available

College of Human Environmental Sciences Courses

ATR500 Fundamentals of Professional Practice

Hours 3

Study and discussion of topics and clinical skills related to the prevention; examination, assessment and diagnosis; immediate and emergency care; and therapeutic intervention of injuries and illnesses. Introduction to healthcare administration.

Prerequisite(s) with concurrency: ATR 503

ATR503 Patient-Centered Care

Hours 2

Study and discussion of topics related to the influence of cultural, environmental and intrapersonal factors on health; and the role of athletic trainers acting within their scope of practice to advocate for patients and incorporate outcomes measures in providing patient-centered care.

Prerequisite(s) with concurrency: ATR 500 and ATR 505 and ATR 507 and ATR 510

ATR505 Examination & Diagnosis I: Lower Extremity

Hours 3

Study of the lower extremity as it relates to the prevention; examination, assessment and diagnosis; immediate and emergency care; and therapeutic intervention of injuries and illnesses.

Prerequisite(s): ATR 500, ATR 503

Prerequisite(s) with concurrency: ATR 507 and ATR 510

ATR507 Examination and Diagnosis II: Medical Conditions

Hours 2

Study of acute and chronic illnesses and medical conditions as they relate to the prevention; examination, assessment and diagnosis; immediate and emergency care; and therapeutic intervention of injuries and illnesses.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 510, & ATR 535

Prerequisite(s) with concurrency: ATR 509 and ATR 511 and ATR 513 and ATR 520

ATR509 Examination & Diagnosis III: Upper Extremity

Hours 3

Study of the upper extremity as it relates to the prevention; examination, assessment and diagnosis; immediate and emergency care; and therapeutic intervention of injuries and illnesses.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 510, & ATR 535

Prerequisite(s) with concurrency: ATR 507 and ATR 511 and ATR 513 and ATR 520

ATR510 Integration of Clinical Skills in Athletic Training I

Hours 1

Acquisition, evaluation, synthesis and application of clinical skills in the prevention; examination, assessment and diagnosis; immediate care and emergency care and therapeutic intervention of injuries and illnesses, with an emphasis on the lower extremity and general body systems. Clinical experiences under the direct supervision of BOC Certified Athletic Trainers.

Prerequisite(s) with concurrency: ATR 500 and ATR 503 and ATR 505 and ATR 535

ATR511 Examination & Diagnosis IV: Head, Spine, Thorax & Abdomen

Hours 3

Study of the head, neck, face, lumbar and thoracic spines, thorax and abdomen as they relate to the prevention; examination, assessment and diagnosis; immediate and emergency care; and therapeutic intervention of injuries and illnesses.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 510, & ATR 535

Prerequisite(s) with concurrency: ATR 507 and ATR 509 and ATR 513 and ATR 520

ATR513 Therapeutic Intervention I: Therapeutic Modalities

Hours 2

Current theories, methods, and techniques in the application of therapeutic modalities during the therapeutic intervention for injuries and illnesses. The examination, assessment and diagnosis of injuries relative to therapeutic modalities.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 510, & ATR 535

Prerequisite(s) with concurrency: ATR 507 and ATR 509 and ATR 511 and ATR 520

ATR517 Therapeutic Intervention II: Rehabilitation & Reconditioning

Hours 2

Methods, theories and techniques in the rehabilitation of injuries. The examination, assessment and diagnosis of injuries relative to rehabilitation.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 511, ATR 513, ATR 510, ATR 520, & ATR 535

ATR519 Advanced Trauma Management

Hours 1

Study of the recognition, assessment, treatment and referral of advanced, acute emergent and traumatic injury and illness.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 510, ATR 511, ATR 513, ATR 517, ATR 520, ATR 530 & ATR 535

Prerequisite(s) with concurrency: ATR 521 and ATR 525 and ATR 531 and ATR 533 and ATR 540

ATR520 Integration of Clinical Skills in Athletic Training II

Hours 1

Acquisition, evaluation, synthesis and application of clinical skills in the prevention; examination, assessment and diagnosis; immediate care and emergency care and therapeutic intervention of injuries and illnesses, with an emphasis on the upper extremity, head, spine, thorax & abdomen. Clinical experiences under the direct supervision of BOC Certified Athletic Trainers.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 510, & ATR 535

Prerequisite(s) with concurrency: ATR 507 and ATR 509 and ATR 511 and ATR 513

ATR521 Therapeutic Intervention III: Injury Care Planning

Hours 3

Application methods of comprehensive therapeutic intervention for injuries & illnesses commonly sustained by the physically active.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 510, ATR 511, ATR 513, ATR 517, ATR 519 & ATR 520

Prerequisite(s) with concurrency: ATR 525 and ATR 530

ATR525 Research in Athletic Training

Hours 1

Introduction to research in athletic training with a focus on conducting a literature review, developing a PICO question, constructing testable hypotheses, selecting variables and identifying appropriate methodology to answer the question.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 510, ATR 511, ATR 513, ATR 517, ATR 520, ATR 530 & ATR 535

Prerequisite(s) with concurrency: ATR 519 and ATR 521 and ATR 531 and ATR 533 and ATR 540

ATR530 Clinical Immersion I: Non-Sport Patient Care

Hours 2

Acquisition, evaluation, synthesis and application of clinical skills in the prevention; examination, assessment and diagnosis; immediate care and emergency care and therapeutic intervention of injuries and illnesses, with an emphasis on acute and chronic medical conditions and post-surgical rehabilitation. Clinical experiences under the direct supervision of trained preceptors.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 510, ATR 511, ATR 513, ATR 517, ATR 520, & ATR 535

ATR531 Therapeutic Intervention IV: Pharmacology & Behavioral Medicine

Hours 3

The study of behavioral health conditions and their management with pharmacologic and non-pharmacologic interventions, including referral for appropriate care. Discussion of agents used in the management of acute and chronic illnesses; their response to, and impact on, physical activity; and the impact of physical activity on acute and chronic illnesses.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 510, ATR 511, ATR 513, ATR 517, ATR 520, ATR 530 & ATR 535

Prerequisite(s) with concurrency: ATR 519 and ATR 521 and ATR 525 and ATR 533 and ATR 540

ATR533 Therapeutic Intervention V: Optimizing Patient Outcomes

Hours 2

The study of agents used in the prevention; examination, assessment and diagnosis; and intervention of acute and chronic illnesses and medical conditions.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 510, ATR 511, ATR 513, ATR 517, & ATR 520, ATR 530 & ATR 535

Prerequisite(s) with concurrency: ATR 519 and ATR 521 and ATR 525 and ATR 531 and ATR 540

ATR535 Health Care Administration

Hours 3

Current theories, methods and techniques in the organization and administration of athletic training programs.

Prerequisite(s) with concurrency: ATR 500 and ATR 503 and ATR 505 and ATR 510

ATR540 Integration of Clinical Skills in Athletic Training III

Hours 1

Acquisition, evaluation, synthesis and application of clinical skills in the prevention; examination, assessment and diagnosis; immediate care and emergency care and therapeutic intervention of injuries and illnesses, with an emphasis on behavioral health issues. Clinical experiences under the direct supervision of BOC Certified Athletic Trainers.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 510, ATR 511, ATR 513, ATR 517, ATR 520, ATR 530 & ATR 535

Prerequisite(s) with concurrency: ATR 519 and ATR 521 and ATR 525 and ATR 531 and ATR 533

ATR541 Therapeutic Intervention VI: Manual Therapy

Hours 2

Current theories, methods, and techniques in the application of manual therapy during the therapeutic intervention for injuries and illnesses. Emphasis on the appropriate integration of manual therapy skills and traditional rehabilitation techniques into a comprehensive treatment plan. The examination, assessment and diagnosis of injuries relative to manual therapy.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 510, ATR 511, ATR 517, ATR 519, ATR 520, ATR 521, ATR 525, ATR 530, ATR 531, ATR 533, ATR 535, ATR 540

Prerequisite(s) with concurrency: ATR 545 and ATR 550

ATR545 Seminar in Athletic Training

Hours 2

Discussion of current issues in athletic training with an emphasis on the application of current research to the practice of athletic training.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 510, ATR 511, ATR 513, ATR 517, ATR 519, ATR 521, ATR 525, ATR 530, ATR 531, ATR 533, ATR 535 & ATR 540

Prerequisite(s) with concurrency: ATR 541 and ATR 550

ATR550 Clinical Immersion II: Culminating Experience

Hours 2

Acquisition, evaluation, synthesis and application of clinical skills in the prevention; examination, assessment and diagnosis; immediate care and emergency care and therapeutic intervention of injuries and illnesses. Clinical experiences under the direct supervision of trained preceptors.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 510, ATR 511, ATR 513, ATR 517, ATR 519, ATR 521, ATR 525, ATR 530, ATR 531, ATR 533, ATR 535, ATR 540

Prerequisite(s) with concurrency: ATR 541 and ATR 545

ATR552 Seminar in Athl. Training

Hours 3

A review of historical developments in the field of athletic training with emphasis on current challenges in the profession.

ATR558 Applied Rsrch in Athl. Trng.

Hours 3

The acquisition and application of advanced literature search and scientific literature interpretation skills. The refinement of scientific writing skills as they relate to the development and completion of a literature review paper.

ATR596 Independent Study

Hours 1-6

This independent study course is designed to allow students to pursue independent exploration of a particular field or topical area, under the guidance of an advisor. Material covered will be of an advanced nature aimed at providing students with an understanding of current developments within the field.

ATR598 Non-Thesis Research

Hours 2

Experimental or analytical investigation of athletic training research-related research question.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 510, ATR 511, ATR 513, ATR 517, ATR 519, ATR 520, ATR 521, ATR 525, ATR 530, ATR 531, ATR 533, ATR 535 & ATR 540

Prerequisite(s) with concurrency: ATR 541 and ATR 545 and ATR 550

ATR599 Thesis Research

Hours 3

Thesis research focusing on experimental or analytical investigation of athletic training research-related research question.

Prerequisite(s): ATR 500, ATR 503, ATR 505, ATR 507, ATR 509, ATR 510, ATR 511, ATR 513, ATR 517, ATR 519 & ATR 520

Prerequisite(s) with concurrency: ATR 521 and ATR 525 and ATR 530

ATR696 Independent Study

Hours 1-12

This independent study course provides doctoral students with the opportunity to engage in focused, self-directed exploration of a specialized field or topical area under the mentorship of a faculty advisor. The course involves advanced study aimed at deepening understanding of current developments and contributing to the scholarly discourse within the field. The culminating product will be a submission suitable for professional presentation or publication at a University-sponsored or external venue.

CSM500 Personal Insurance Plan & Mgt

Hours 3

Survey of the myriad of personal risks facing consumers and families throughout the life cycle. An emphasis is placed on the fundamentals of risk management. Includes a comprehensive study of insurance products.

Prerequisite(s): CSM 204 or CSM 205

CSM501 Consumer Protection

Hours 3

Study of laws and agencies affecting the consumer's well-being, sources of consumer information, and discussion of current consumer issues.

CSM504 Personal Investment Plan & Mgt

Hours 3

Focus on personal investing in marketable securities. Covers the basics of investing, including detailed definitions of investment terms, descriptive materials on how securities are purchased and sold, theoretical models of security valuation and practical examples of how to calculate growth rates.

Prerequisite(s): CSM 204 or CSM 205

CSM505 Public Policy

Hours 3

A detailed analysis of U.S. public policy, recognizing the broader social and economic impacts of selected policies. Students will develop a better understanding of how and why specific policies are implemented and assess the strengths and weaknesses of different policy structures.

CSM506 Consumer Mgt Quality Assurance

Hours 3

Provides in-depth coverage of the primary theories and methods necessary for quality assurance in a wide range of organizational settings.

CSM507 Consumr Qual Mgt Facilitn Skil

Hours 3

Provides a comprehensive study of facilitation skills necessary to lead an organization in continuous improvement.

CSM508 Consumer Quality Mgt Systems

Hours 3

Provides an in-depth analysis of management systems as a method of organizing and leading business, educational, and health care institutions. Covers the primary issues related to management systems.

CSM509 NY Wall Street Stdy Tour

Hours 3

Provides an overview of the American financial system with emphasis on financial service providers, products and markets. Includes a 6-day tour of New York's financial district, presentations by financial professionals, team activities, assignments and stock market analysis.

CSM510 Pers Retire Plan Empl Benefits

Hours 3

Fundamentals of personal retirement planning and the selection of employee benefits.

Prerequisite(s): CSM 204 or CSM 205

CSM511 Building Employee Engagement

Hours 3

This course provides a comprehensive overview of the theory and methods necessary for promoting employee engagement. The role of employee engagement in improving service, product quality, and consumer satisfaction are explored. Methods used to promote a culture of quality and customer care through continuous improvement methods, Six Sigma implementation, and socio-technical systems redesign are addressed.

CSM512 Analysis in Quality Control

Hours 3

This course introduces quantitative tools and concepts that are useful for process analysis and quality control. Conceptual understanding and data analysis using software is required and emphasized throughout the course.

CSM514 Personal Investment Planning & Management II

Hours 3

This course builds on Personal Investment Planning and Management I with a focus on the valuation of investments and the management of investment portfolios. Financial securities analyzed include equities, derivatives, fixed income, and alternative investments.

Prerequisite(s): CSM 504 or permission of instructor

CSM515 Customer Service Management

Hours 3

Course provides an in-depth study of the functions and structures of customer relations as it relates to business and government agencies. Course analyzes consumer needs, complaints, and education.

CSM517 Financial Planning Foundations

Hours 3

Foundational financial planning and personal finance principles for graduate students with limited exposure to financial planning or personal finance coursework. Topics include time value of money, financial goal setting, budgeting, risk management, taxes, savings, estate planning, and investments.

CSM518 Statistics Foundations for Consumer Sciences

Hours 1

Foundational statistics for consumer sciences graduate students. Topics include descriptive measures, statistical testing and inference, confidence intervals, bivariate correlation, and regression analysis. Examples and exercises emphasize real-world applications.

CSM519 Consumer Economics Foundations

Hours 1

Foundational consumer economics principles for graduate students without exposure to elementary microeconomics as an undergraduate student. Topics include consumer and producer behavior, market structures, equilibrium, elasticity, efficiency/welfare, externalities, and public goods.

CSM520 Personal Estate Planning

Hours 3

Techniques of personal estate planning within the family life cycle.

Prerequisite(s): CSM 204 or CSM 205

CSM525 Conflict Resolution for the Workplace

Hours 3

This course provides skill building and practical methods for handling organizational and personal conflicts. Appropriate for the student who has received no formal preparation in managing conflict, and also for the professional who is educated in conflict theory and negotiation strategy, but needs grounding in basic interpersonal communication and management skills, such as rapport building, empathic listening, behavior modeling, reframing, problem solving, and decision making.

CSM527 Emotional Intelligence: The Personal Qualities of the Negotiator

Hours 3

This course teaches students to accurately identify and express emotions, and to develop and improve the emotional intelligence skills essential to managing conflict successfully. Students are directed through a series of self-evaluations to determine their current skill levels, learn the characteristics of specific skills, and apply and model the new learning. Students learn to break the habit of emotional reactivity and to model emotional proactivity.

CSM528 Processes of Negotiation

Hours 3

This course deepens students' understanding of negotiation skills that can be used across a variety of settings. Students explore best practices in negotiation and learn to identify and apply optimal strategies. The dynamics of negotiating across diverse cultures and contexts are also examined.

CSM530 Family & Consumer Law for Non-Lawyers

Hours 3

The study of family law for non-lawyers. Topics include marriage, divorce, custody, child support, alimony and property division, and the role of alternative dispute resolution in the family law setting, including mediation, private judges, and collaborative practice. Students will acquire a general understanding of legal terms, resources, and the legal system and its adversarial proceedings.

CSM535 Psychology Of Money

Hours 3

Innovative study of financial behaviors and their relationship to money management with emphasis placed on both theory and its application.

CSM537 Developing The Leader Within

Hours 3

An in-depth look at leadership principles, qualities, styles, and models with a focus on developing leadership skills and potential within the individual students. Designed to assist students in identifying opportunities for improvement.

CSM549 Professional Social Networking

Hours 3

The course content is focused on current genre of communication tools identified as 'social media'. Content includes an overview of the origins of the current social media tools, definitions and terminology, and case studies of current uses of social media in specific settings. The social media tools selected are examined as discrete units and as components of larger initiatives within organizations. Connections of these tools to the functions of various organizations and individual professional initiatives are explored; the applications presented are those within large organizations, smaller groups and individual, professional offices. Popular press items on these tools as well as research foundations are included as background for the selection and use of social media. Case studies from a range of disciplines will be used as primary instructional tools. The precise suite of tools is revised each term.

Prerequisite(s): Good standing in The Graduate School and/or permission of instructor.

CSM550 Consumer Economics

Hours 3

Examination of the role of the consumer in the economy; economic analysis of market and non-market consumption activities, incorporating relevant social, psychological, political, and ecological considerations.

CSM551 Consumer Demographics

Hours 3

This course will focus on developing students' ability to understand consumer demographics and impacts from these demographic changes. The course will cover basic concepts and measurement issues of demography as it relates to consumer and families. This class will also develop student's ability to adapt to changing trends in a dynamic world. Writing proficiency is required for a passing grade in this course.

Prerequisite(s): N/A

CSM554 Personal Income Tax Mgt Plang

Hours 3

Analysis of personal income tax management and planning as it relates to consumers and families throughout the life cycle.

Prerequisite(s): CSM 204 or CSM 205

CSM555 Research Methods and Analysis

Hours 3

Introductory research methods emphasizing non-experimental research designs. Examples and exercises are drawn from real-world research applications that inform consumer behavior and policy. Topics include: research design, measurement, sampling, data management, descriptive statistics, data visualization, and statistical inference.

CSM558 Spreadsheets in Fin. Decisions

Hours 3

Focus is on developing a working knowledge of Microsoft Excel as it may be used to analyze problems related to personal financial planning with an emphasis on life-cycle planning and computer literacy.

Prerequisite(s): CSM 204 or CSM 205 or HSM 474 or AC 210 or AC 211

CSM559 Financial Counseling

Hours 3

Introduces students to basic interactional interviewing skills and strategies. Course is beneficial to those entering the fields of financial planning, business, management, sales or any commercial activity that involves interpersonal communication. Students who plan to supervise and manage others would benefit by expanding theory with practical application. Students with career goals involved counseling families, couples and individuals regarding life decisions will benefit from this course.

Prerequisite(s): CSM 204

CSM560 Finan Plan Case Study Capstone

Hours 3

A systems approach to financial management for individuals and families from the perspective of planner/counselor. Focuses on analytical techniques. Emphasizes identification and development of strategies for meeting client goals.

Prerequisite(s): CSM 558

CSM561 Managing in a High Performance Organization

Hours 3

This course will provide an interactive exploration of management skills that enable an individual to effectively communicate, build and lead teams, delegate, make presentations and manage priorities to achieve success.

CSM562 Cognition Strategy & Technology

Hours 3

This course lays some of the cornerstones of the program emphasis in interactive technology, guiding students in the development of their philosophy and understanding about the use of technology in teaching and learning as well as human interactions. Topics include synchronous vs. asynchronous learning, paradigm shifts in how people learn, and a review of the theory serving to underpin this topic.

CSM564 Digital Tools

Hours 3

The focus of this course is the use of a broad range of digital tools, including the skills considered core skills required to function in the asynchronous environment of this online degree program, the digital workplace, and in today's global economy. Building a collaborative environment, a course goal, requires this specific skill set. Computer mediated communications applied to collaborative, web-based environments are emphasized.

CSM572 Needs Assessment Plan & Evaltn

Hours 3

Course outcomes include demonstrated understanding of program evaluation strategies based on a systems theory model for comprehensive planning, formative and summative evaluation. These evaluation activities focus on e-learning environments and applications in a wide-range of settings. Planning models are also introduced around which projects and action research can be structured.

CSM574 Technology Privacy & Security

Hours 3

This course is an introduction to some of the basic issues confronting technology users, especially those in today's workplaces. It is designed for entrepreneurs, small business owners and managers, freelance consultants, and anyone who works with technology but in organizations which may or may not have IT departments. It is also appropriate for those working remotely at home or concerned about privacy and security in personal technology use. The topics include threats to computer and communication systems and privacy concepts; basic security defense techniques; web and network security issues; portable device security; operating systems security issues; email security; and security issues for home networks and smaller work environments such as privately-held companies and non-profit groups.

CSM576 Collaborative Tools for Project Management

Hours 3

This course is an introduction to the use of collaborative tools for project management. Many professionals use collaborative tools but this class emphasizes their use specifically for project management, as using collaborative tools for project management is emerging as a managerial skill set. In today's global economy, the ability to work virtually is paramount, because organizations are increasingly distributed, with remote members and locations. Just knowing how to use virtual communication tools does not equate specifically to project management. Communication techniques in these organizations are no longer the same as they were when all members were located in the same building. Traditional managerial communication techniques do not apply to distributed teams, where in-person meetings may occur but are limited. Further, even employees who are geographically co-located need to communicate and plan using virtual means. Online collaboration tools provide opportunity for project success and will be covered, using examples and case studies from project management. Social media tools offer exciting opportunities to improve team communication, efficiency, and success and will be discussed. While online tools and strategies may be familiar to enrollees, this class focuses on the particular use of these for project management. Project management is significantly different from even usual business communications, something emphasized in the materials provided and the learning activities used in the class.

CSM581 Practicum

Hours 3

Supervised experience in a related business, industry, or social agency.

CSM582 Non-thesis Research

Hours 3

Course focuses on preparation and planning for the Capstone Project, including examination and analysis of collateral research studies. Students will prepare articles for possible submission to a referred journal or presentation at a professional conference or online module.

CSM584 Portfolio

Hours 3

A culminating experience for Consumer Sciences students designed to increase knowledge of current and emerging issues in the field. With the instructor, students identify specific learning goals and provide evidence of achievement relative to these jointly-established criteria.

Prerequisite(s): Consumer Sciences graduate student and permission of instructor.

CSM586 Principled Negotiation

Hours 3

An in-depth study of principled, interest-based negotiation, which replaces adversarial approaches with problem-solving. Students formulate a personal strategy of thoughtful introspection with the goal of satisfying interests on all sides of a conflict and strengthening relationships among conflict partners.

Prerequisite(s): CSM 525

CSM590 Spec Prob Consmr Affairs

SP

Hours 2-6

No description available

Special Topics Course

CSM591 Spec Prob Cons/Fam Econ

SP

Hours 3

This course gives the graduate student the opportunity to work directly with a professor in the graduate program to explore a problem related to technology in Consumer Sciences.

Special Topics Course

CSM592 Prob Fam Fin Plan Couns

SP

Hours 2-6

No description available

Special Topics Course

CSM593 Special Problems in Technology

SP

Hours 3

This course is open to qualified graduate students who will study special problems in technology.

Special Topics Course

CSM599 Thesis Research

Hours 1-6

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree in Consumer Sciences. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

CTD546 Cult Dynam Apparel Text

Hours 3

Examination of the impact of cultural dynamics on apparel and textile production and marketing.

CTD548 History Of Costumes

Hours 3

Study of costume development from prehistoric to modern times; includes cultural forces in relation to the evolution of costume.

CTD549 Social Psychological Aspects of Clothing

SP

Hours 3

Application of behavioral science theories to clothing.

Special Topics Course

CTD561 Quality Control for Textiles

Hours 3

This course offers the opportunity for graduate fashion retailing and apparel design students to develop a deeper and broader understanding of textile materials.

Prerequisite(s): CTD 261

CTD581 Practicum Cloth & Text

Hours 1-3

Supervised experience in a business related to the major field of study.

CTD590 Spec Prob Clothing

SP

Hours 1-4

Independent investigation of selected topics in clothing.

Special Topics Course

CTD591 Spec Prob Interior Design

Hours 1-4

Independent investigation of selected topics in interior design.

CTD592 Spec Prob In Textiles

Hours 1-4

Independent investigation of selected topics in textiles.

CTD593 Readings Cloth Textiles

SP

Hours 3

Comprehensive review and critical evaluation of the literature in clothing and textiles.

Special Topics Course

CTD595 Ctd Research I

Hours 3

Discussions emphasizing contemporary issues, trends, relevant research, professional problems, and interests of students.

CTD599 Thesis Research

Hours 1-6

This independent research course partially fulfills required master's-level research thesis hours toward the master's degree. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

HD500 Lifespan Human Development

Hours 3

This course will advance students' knowledge of the theories and research in human development across the lifespan. Major areas of study include: developmental theory and physical, cognitive, social and emotional development.

HD501 Child Development

Hours 3

Covers principles of growth and development, chief areas of concern in the field, and supporting research.

HD512 Adult Development

Hours 3

Theories of and research on development throughout adulthood; young adulthood, middle years and aging are presented.

HD535 Parent/Child Relationship

Hours 3

Theories and research on parent/child relationships and an examination of how the parent/child relationship influences aspects of child development. Basic models of parent education and parent involvement are also examined.

HD550 Hospitalzd Child & Youth

Hours 3

The developmental and psychological theories involved in the practice of child life in health care settings.

HD551 Loss And Bereavement

Hours 3

Provides students with a general overview of the grief processes as they impact children and families. Examines issues surrounding children's grief/bereavement and studies issues surrounding complicated mourning.

HD561 Theories Family Studies

Hours 3

Historical overview of and contemporary theoretical approaches for understanding family behavior. Theoretical perspectives (such as systems, exchange, developmental, behavioral, and symbolic interaction) are applied to family research and practice.

HD562 Dynamics Of Family Reltn

Hours 3

Study of interaction within the family, with emphasis on historical changes, major issues, marriage success and family strengths, and family processes such as communication and conflict patterns. A focus on ethnic and racial family forms is also included.

HD567 Pract Marriage Family Therapy

Hours 3

Provides students with preliminary supervised experience in a professional setting.

HD568 Pract I Marriage Family Therapy

Hours 3

Provides students with supervised practice in marriage and family therapy.

HD576 Sem Human Sexuality

Hours 3

Discussion and analysis of underlying issues in human sexuality research.

HD580 Children and Divorce

Hours 3

Theory and research regarding effects of parental divorce on children's cognitive and social-personality development.

HD591 Sp Prob Hum Dev Fam Study

SP

Hours 1-6

Provides an opportunity to pursue special needs and interests. Students work primarily on their own, but under supervision.

Special Topics Course

HD598 Research Practicum

Hours 1-6

Participation in a cooperative faculty/student research project related to human development.

HD599 Thesis Research

Hours 1-6

This independent research course partially fulfills required research hours toward a Plan I master's degree in HDFS. The course is conducted under the guidance of the thesis advisor. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

HD601 Advanced Child Development

Hours 3

Advances student's knowledge of the theories and research in child development. Major areas of study include: developmental theory and physical, cognitive and social development.

HD602 Adv Infant Development

Hours 3

Examination of theoretical bases for behavior in infancy, and review of research literature on attachment behavior and various topics of major concern.

HD603 Advanced Adolescent Development

Hours 3

Covers biological, cognitive, social-emotional, and moral development of adolescents in school, home, and community settings.

HD626 Foundations of Play: Theory, Research, and Practice

Hours 3

Seeing play as a historical, cultural, social, political, and economic construct, this course aims to engage in scholarly discourse about the complexities and importance of play while gaining an understanding of the nature and value of play through the span of our lives, across cultures, settings (hospitals, classrooms, etc.), and communities. In this course, students will consider how everyday knowledge and experiences inform playfulness and imagination, contemplate how design impacts play space, and think about play as an embodied practice.

HD631 Readings Human Development

SP

Hours 3

With an interdisciplinary approach to issues and concerns in life-span development, the course examines theory and research on selected topics.

Special Topics Course

HD633 Special Topics in Human Development and Family Studies

SP

Hours 1-3

In-depth understanding of contemporary research and practice topics in human development and family studies.

Special Topics Course

HD636 Special Topics in Child Life

SP

Hours 1-3

In-depth understanding of contemporary research and practice topics in child life.

Special Topics Course

HD637 Special Topics in Marriage and Family Therapy

SP

Hours 1-3

In-depth understanding of contemporary research and practice topics in marriage and family therapy.

Special Topics Course

HD640 Couple and Sex Therapy

Hours 3

This course is designed to introduce students to the diverse and complex dynamic of clinical work with couples. The course will provide an overview of two evidenced-based approaches to couples therapy (Gottman Method Couples Therapy & Integrative Behavioral Couples Therapy), and special issues related to couples therapy, sex therapy and infidelity. Throughout the course, students will develop intervention skills related to these approaches, and skills related to working with couples of diverse backgrounds.

HD641 Ethics and Professional Issues in Marriage and Family Therapy
Hours 3

This course is designed to examine in-depth the American Association for Marriage and Family Therapy's Code of Ethics as the primary guide to the ethical practice of Marriage and Family Therapists. Students will explore the legal, ethical, and professional issues affecting therapists in various practice settings. A major emphasis will be on students' development of their own process for ethical decision-making.

HD642 Systemic Assessment and Diagnosis of Psychopathology in MFT
Hours 3

This course will include a systemic and culturally sensitive overview of the major mental health disorders and other conditions that may be the focus of mental health treatment. Psychopharmacology will be introduced with discussion of common psychotropic medications used to treat mental health disorders. While the focus of this course is on diagnosis and assessment, treatment issues will be briefly touched on in reference to the disorders discussed.

Prerequisite(s): HD 641

HD643 Evidence-Based Psychotherapy
Hours 3

This course will focus on the systemic/relational examination and application of contemporary, evidenced based practices for working with diverse clientele.

HD645 Cultural Diversity in Marriage and Family Therapy
Hours 3

This course explores areas of cultural diversity relevant to the practice of marriage and family therapy. Learning to respond in a culturally sensitive manner and recognizing contextual and systemic dynamics as related to establishing productive therapeutic alliance and delivering successful intervention are included.

HD650 Evidence-based Approaches to Treating Substance Use Disorders
Hours 3

Graduate seminar covering evidence-based approaches to treating substance use disorders.

HD656 Child Life Practicum
Hours 1-3

Child life specialists are members of the healthcare team who provide psychosocial support to pediatric patients and their families with the goal of promoting resiliency and decreasing stress during healthcare encounters. Child Life Practicum is a clinical experiential learning opportunity in which child life students are provided the opportunity to become familiar with the roles of child life specialists and to develop introductory skills for supporting pediatric patients and their families in the clinical setting. Course combines observational learning and supervised interactions with pediatric patients to further child life students' skills and knowledge in offering therapeutic play interventions, completing development and psychosocial assessments, and building rapport with patients and families.

HD664 Family Therapy
Hours 3

Examination and application of Family Therapy methodological and theoretical counseling principles. Emphasis is on helping families overcome stresses and develop strategies in response to normative and non-normative life events.

HD665 Advanced Family Therapy
Hours 3

Theoretical underpinnings of emotionally focused therapy (EFT), narrative therapy, and experiential family therapy are presented. Students will become competent in the conceptualization and application of these models to individuals, couples, and families.

Prerequisite(s): HD 664, Family Therapy

HD667 Pract II Marriage Family Ther
Hours 3

Advanced supervised practice in marriage and family therapy.

Prerequisite(s): HD 567 and HD 568

HD668 Intern Marriage Family Therapy
Hours 1-6

Supervised field experience in an appropriate job setting in marriage and family therapy.

HD670 Internship in Child Life
Hours 1-12

Internship for students in the Child Life concentration. Permission of the instructor.

Prerequisite(s): Permission of the instructor.

HD689 Practicum Human Developm
Hours 3-6

Experience with human development in classroom teaching or agency settings.

HD699 Dissertation Research
Hours 1-12

This independent research course partially fulfills required doctoral-level research dissertation hours toward the doctoral degree. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

HES509 Research Methods
Hours 3

This course is an introduction to scientific methods appropriate for human sciences. It is designed to acquaint students with types of research, methods, and materials necessary for scientific inquiry and to provide students with practical steps to conduct and understand scientific research. Emphasis will be placed on quantitative, qualitative, and mixed methods designs appropriate for research in human sciences.

HES554 Management and Administration in Sports Business Management
Hours 3

This course is designed for sport professionals desiring to increase their knowledge and understanding of management and administration issues in the sport industry.

Prerequisite(s): Graduate student in Human Environmental Sciences

HES565 Legal and Ethical Issues in Sports Business Management

Hours 3

This course is designed for student/prospective sport industry professional desiring to increase their knowledge and understanding of current legal and ethical issues in sports business management and the sport industry. This class (HES 565) uses Blended (Hybrid) Delivery Methods of readings, classroom presentations and online and residential exams to present critical topics.

Prerequisite(s): Graduate student in Human Environmental Sciences

HES570 Fellowship in Sports Business Management

Hours 3

Under the supervision of an approved and qualified sports business management professional, the graduate student will experience activities related to job specific tasks in sports business management. This full-time work experience/fellowship in the sport industry must take place in a professional organization, in which the student has been selected and offered a fellowship.

Prerequisite(s): Graduate student in Human Environmental Sciences

HES590 Special Problems in Human Environmental Sciences

SP

Hours 3-6

A detailed examination of a discipline-specific issue, topic or problem that impacts the lives of individuals, families or communities.

Special Topics Course

HES591 Special Problems in Human Sciences

SP

Hours 3

This course is open to qualified graduate students who will study special problems in human sciences.

Special Topics Course

HES592 Special Problems in Sports Business Management

SP

Hours 3

Under the supervision of an approved and qualified sport management professional, the graduate student will experience activities related to job specific tasks in sport management. This full-time work experience/fellowship in the sport industry must take place in a professional organization, in which the student has been selected and offered a fellowship.

Prerequisite(s): Graduate student in Human Environmental Sciences

Special Topics Course

HES598 Non-Thesis Research

Hours 1-6

Development of a professional paper on a topic selected by the student and approved by the graduate committee.

Prerequisite(s) with concurrency: CSM 562 and HES 509 and CSM 564 and CSM 572

HES650 Special Topics In Hes

SP

Hours 3

Critical analysis of current issues in selected areas of human environmental sciences. May be taken up to a total of four times.

Special Topics Course

HHE506 Tech Research In Health

Hours 3

Designed to acquaint the student with the types of research and the methods and materials necessary for scientific inquiry; includes development of a research proposal, with emphasis on form and style.

HHE512 Advanced Foundations of Public Health

Hours 3

This course provides foundational knowledge in the profession and science of public health. Course content also addresses factors related to human health, examines public health and health care systems, and explores emerging research and application areas in the field.

Prerequisite(s) with concurrency: HES 509

HHE515 Advanced Foundations of Health Promotion

Hours 3

This course provides an overview of the history, principles, and philosophy of health education/promotion. Key issues in health education and health promotion will be discussed for various age groups and by site of implementation (schools, communities, worksites, and medical care settings).

Prerequisite(s) with concurrency: HES 509

HHE520 Theories of Health Behavior

Hours 3

Designed to review research literature regarding health behavior and to analyze various models developed to explain health behavior.

Prerequisite(s): HHE 515

Prerequisite(s) with concurrency: HHE 515

HHE521 Basic Epidemiology

Hours 3

A course for students in health-related fields. The basic epidemiologic approach is developed; principles and methods are learned through readings (text and published studies), lectures, discussions, and the preparation of a research design by each student.

HHE526 Biostatistics

Hours 3

A course in statistical methods and concepts particularly appropriate for biomedical research and health-related subjects. Topics include descriptive statistics, probability, parametric and nonparametric procedures for one-group and two-group problems, contingency tables, and computer applications.

HHE530 Health Promotion Techniques

Hours 3

Study of current health promotion techniques and programs, designed to facilitate health behavioral change. Emphasis on review of scientific literature concerning the development, implementation, and evaluation of health promotion schemes.

Prerequisite(s): HHE 515

Prerequisite(s) with concurrency: HHE 515 or HHE 565 or HHE 520

HHE565 Planning Health Promotion Programs

Hours 3

Study of planning and evaluation methods and procedures for health education and promotion programs; emphasis on review of current scientific literature.

Prerequisite(s): HHE 520

HHE566 Program Evaluation in Health Promotion

Hours 3

The purpose of this course is to provide an overview of the processes and skills required to effectively measure and evaluate health education and promotion programs.

Prerequisite(s): HHE 515 HHE 520 HHE 530

Prerequisite(s) with concurrency: HES 509 or HHE 565

HHE570 Critical Issues in Global Health

Hours 3

This course explores contemporary issues, problems, and controversies in global health. It examines the social, economic, political, and environmental factors that affect global health. The course also exposes students to opportunities in global health programs and research.

HHE580 Capstone - Applied Practice Experience I

Hours 1

Coordination and proposal of field experience in an external agency or organization (government, not-for-profit, for-profit) under the direction of a site supervisor and health science faculty member.

Prerequisite(s): HHE 512, HHE 515

Prerequisite(s) with concurrency: HHE 520 and HHE 530 and HHE 565

HHE581 Capstone - Applied Practice Experience II

Hours 2

Supervised field experience in an external agency or organization (government, not-for-profit, for-profit) under the direction of a site supervisor and health science faculty member.

Prerequisite(s): HHE 580

HHE586 Environmental Health Promotion

Hours 3

This course provides a careful study of the physical and human environment and its influence on health and disease. The course also examines implications for environmental health promotion.

HHE587 Health Disparities

Hours 3

The purpose of this project is to examine a case study detailing a unique cultural view/experience of the American health system. It also serves to provide health education and promotion strategies to engage diverse populations in interventions.

HHE588 Sexuality Education: Theory and Practice

Hours 3

Sexuality Education: Theory and Practice deals with contemporary issues in sexuality education in all settings. Issues include how sexuality education should be handled by parents, teachers, and community leaders; controversies surrounding sexuality education; pros and cons of various forms of sexuality education; and, the importance of understanding your own sexuality.

HHE589 Women and Health

Hours 3

The purpose of this course is to emphasize the importance of understanding women's experiences and life circumstances when planning, implementing and evaluating health programs or interventions.

HHE590 Cert Hlth Ed Specialist Study

Hours 3

Course is designed to help students develop and/or refine skills related to the planning, implementation, and evaluation of health education programs in various settings. Completion of the course is also intended to prepare students for the Certified Health Education Specialist examination.

HHE596 Independent Study

SP

Hours 1-6

Designed to provide the opportunity for independent research in any area of health education.

Special Topics Course

HHE598 Non-Thesis Research

Hours 3

Experimental or analytical investigation of health promotion problems.

HHE599 Thesis Research

Hours 1-6

Research study in a selected area of health promotion.

HHE602 Readings In Health

SP

Hours 3

An independent readings course for doctoral students.

Special Topics Course

HHE603 Spec Projects In Health

SP

Hours 3

Experimental or analytical investigations of problems in health education. Arranged on an independent basis for doctoral students.

Special Topics Course

HHE604 Seminar In Health

SP

Hours 3

Critical and emerging issues in health education and health promotion.

Special Topics Course

HHE605 Theor Sci Basis Hlth Edu

Hours 3

Examination of theoretical, scientific, historical, and philosophical issues that serve as a basis for health education and health promotion.

HHE606 Plan Admin Hlth Ed Prog

Hours 3

A comprehensive examination of models for planning health education and health promotion programs.

HHE626 Advanced Biostatistics in Health Research

Hours 3

To assist the student in understanding and applying basic statistical concepts and procedures in health-related research.

HHE627 Multivariate Methods in Health Statistics

Hours 3

This courses will examine the appropriate use and implementation of multivariate methods for the analysis of data with multiple dependent and independent measures.

Prerequisite(s): HHE 626

HHE628 Qualitative Research Methods in Health Promotion

Hours 3

Approaches to designing qualitative research studies for the development and evaluation of public health programs. Emphasis is on the practice of collecting and analyzing data from individual interviews, focus group discussions, and observations.

HHE667 Advanced Evaluation In Health Education and Health Promotion

Hours 3

This course provides an indepth analysis of evaluation and measurement techniques applied in health promotion and health education programs (HPE).

HHE685 Field & Lab Experience

Hours 3-6

Arranged on an independent basis for doctoral students. Participation and research in schools, communities, or work site settings.

HHE698 Research

Hours 3

Experimental or analytical investigation of problems in health.

HHE699 Dissertation Research

Hours 1-12

Design, research, and/or analytical investigation of a problem in the area of health to satisfy the dissertation requirement for the doctoral degree.

HSM500 Sport Management Principles and Practices

Hours 3

This course focuses on management theories and practices required to successfully manage sport organizations in a variety of different settings.

HSM521 Hospitality Law and Risk Management

Hours 3

Exploration of legal problems facing the hospitality industry. Legal cases related to restaurants, hotels, and meeting facilities are examined. Concerns and problem-solving for issues of risk management are explored.

HSM551 Sport Properties and Venue Management

Hours 3

This course is designed for the sport professional to increase their knowledge and understanding of principles and practices associated with managing a public assembly venue and the nature of the venue business.

HSM552 Sport Business Management - Trends & Issues

Hours 3

This course is designed for sport professionals desiring to increase their knowledge and understanding of trends and issues in international sport programs. It provides students with an opportunity to engage with, explore, and immerse themselves in the extant contemporary literature relating to trends and issues in interscholastic and intercollegiate athletics, as well as youth, professional sports, and recreation. Current trends and issues in the sport business management field will be researched and discussed. Emphasis will be placed on approaches to proactively manage issues posed by contemporary trends. Specific course content will vary with the evolution of the field of sport business management.

HSM555 Sports Sales & Entrepreneurship

Hours 3

This course is designed for sport professionals desiring to increase their knowledge and understanding of sports sales and entrepreneurship in the sport industry.

HSM559 International Strategies in Sport

Hours 3

This course is designed for sport professionals desiring to increase their knowledge and understanding of management and administration issues in the international sport industry. This course looks at sport as a global phenomenon, not only by focusing on the influences that sport has over culture, politics, and economics but also by examining how the opposite process influences the development and growth of sport worldwide.

HSM560 Fellowship in Sports Business Management

Hours 3

This course is designed for sport professionals desiring to increase their knowledge & understanding of the sport industry. Under the supervision of an approved and qualified sports industry professional, the graduate student will experience activities related to job specific tasks in sports and hospitality. This full-time work experience/fellowship in the sport industry must take place in a professional organization, in which the student has been selected and offered a fellowship.

HSM561 Marketing, Sales, & Public Relations in Sports

W

Hours 3

This course is designed for sport professionals desiring to increase their knowledge & understanding of marketing, sales, and public relations in the sport industry. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Writing

HSM570 Leadership in Hospitality & Sport

Hours 3

An examination of contemporary leadership and management theories and practices used in the hospitality and sport industries.

HSM575 Sport & Hospitality Financial Management

Hours 3

This course will focus on the application of financial management tools used to assist managers in the sport and hospitality industries. Financial concepts will be examined as they relate to management decision making. Emphasis will be on interpreting financial data and communicating results to operation managers. Students should have completed an undergraduate course in Accounting or Finance prior to registering for this course.

HSM576 Strategic Management in Hospitality and Tourism

W

Hours 3

Formulation, development, and implementation of strategic management in the hospitality and tourism industry. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Writing

HSM580 Consumer Behavior in the Hospitality & Tourism

Hours 3

In the hospitality industry, consumer behavior acts as a foundation for companies' strategies and plans. This course aims to explore how various factors influence consumer behavior and their decision-making process in the hospitality industry.

HSM592 Special Topics in Hospitality Management

Hours 1-6

Problems related to the operations of hospitality organizations such as hotel, restaurants, clubs and conventions and meeting management facilities.

HSM596 Seminar Hospitality Management

Hours 3

Discussion, reading, and exploration of operational issues related to the hospitality industry.

HSM598 Non-Thesis Research

Hours 3

Experimental or analytical investigation of a topic in restaurant, hotel, or meeting management.

Prerequisite(s): HES 509

HSM599 Thesis Research

Hours 1-6

This is a faculty mentored development of graduate thesis research course.

Prerequisite(s): HES 509

NHM509 Research Methods in Nutrition

Hours 3

This course is an introduction to scientific methods appropriate for nutrition research. Approaches to designing, conducting, and evaluating nutrition research are discussed along with strategies for applying research into practice.

NHM511 Food and Nutrition Entrepreneurship

Hours 3

This course explores entrepreneurship in the food and nutrition industries, focusing on building and managing businesses such as private practices, food and meal preparation services, consulting firms, and other ventures. Topics include business planning, market analysis, regulatory requirements, financial management, and marketing strategies. Students will develop a business concept, create a comprehensive business plan, and present their ideas through professional pitches.

NHM515 Research and Practice in Sports Nutrition

Hours 3

The course will examine the scientific research and practical applications of nutrition for enhancing athletic performance, recovery, and health.

NHM530 Advanced Nutrition Counseling

Hours 3

Focuses on advanced skills in nutrition counseling that incorporates behavioral theory and motivational interviewing.

NHM550 Advanced Community Nutrition I

Hours 3

Focuses on principles, problems, and programs in community nutrition with an emphasis on community needs assessment.

Prerequisite(s): None.

NHM551 Advanced Community Nutrition II

Hours 3

Explores the techniques and strategies used in community nutrition; focuses on facilitation of community interventions, development of community partnerships and collaborative programs.

Prerequisite(s): NHM 550

NHM555 Maternal and Infant Nutrition

Hours 3

This course will focus on the scientific evidence that supports nutrition recommendations that result in optimal health for mothers and their infants. Methods of assessing nutritional status are included. The impact of insecurity and obesity on the nutritional status of mothers and their infants will be discussed.

NHM556 Child and Adolescent Nutrition

Hours 3

Discussion of the scientific evidence that supports nutrition recommendations that result in optimal health for young children and adolescents. Explores determinants of nutritional status and public health strategies for prevention of prevalent nutritional concerns.

Prerequisite(s): NHM 555

NHM557 Childhood Obesity

Hours 3

Focuses on the physiological, genetic, environmental, and behavioral factors that predispose children and adolescents to obesity; explores the clinical and public health strategies for treatment and prevention.

NHM558 Nutrition in the Prevention and Treatment of Chronic Disease
Hours 3

Evidence-based solutions in the prevention and treatment of the most prevalent nutrition-related chronic diseases are discussed. Current research is translated into health promotion and disease prevention strategies and plans.

NHM561 Advanced Vitamins and Minerals Metabolism
Hours 3

Lectures and reports on the physiological functions, metabolism, and interpretation of current research in vitamins and minerals.

NHM562 Metabolism of Energy Nutrients
Hours 3

In-depth discussion of carbohydrates, lipids, and protein metabolism. Discussion and interpretation of recently published research in peer-reviewed journals.

NHM564 Nutrition in Interprofessional Practice
Hours 1

The focus of this course is to prepare clinicians to work in interprofessional practice teams to meet the complex and multidimensional needs of Veterans and rural populations, with a special emphasis on the effects of multiple chronic conditions.

Prerequisite(s): NHM 566, NHM 567, or other similar MNT-oriented advanced course, RD status preferred. Admission by permission of Instructor only.

NHM565 ID Mgmt of Chronic Disease
Hours 2

The focus of this course is to train clinicians to work in interprofessional practice teams to meet the complex and multidimensional needs patients with multiple chronic conditions living in rural areas. Instructor permission only.

Prerequisite(s): NHM 564

NHM566 Adv Clinical Nutrition
Hours 3

Critical review of the physiological basis for nutritional management in the prevention and/or treatment of diseases of the cardiovascular, gastrointestinal, endocrine, hepatic, and renal systems.

NHM567 Nutr Support Criticl Ill
Hours 3

Methods of assessing nutritional requirements of the critically ill patient and of delivering and monitoring enteral and parenteral nutrition are presented.

NHM568 Nutrition for the Older Adult
Hours 3

Methods of assessing nutritional requirements and a review of nutrition and disease topics specifically relevant to the care of the older adult.

NHM572 Metabolism of Energy Nutrients
Hours 3

Metabolism of energy-yielding nutrients and their regulation in physiological processes.

NHM573 Advanced Vitamins and Minerals
Hours 3

Metabolism and function of vitamins and minerals in physiological processes.

Prerequisite(s): NHM 572

NHM574 Supervised Practice in Community Health & Wellness
Hours 3

Supervised community and wellness nutrition experience in the community health setting. This course is only for students admitted to the Coordinated Program in Dietetics.

Prerequisite(s): Admission to the Coordinated Program in Dietetics.

NHM575 Supervised Practice in Long Term Care
Hours 3

Supervised clinical dietetics experience in the long-term care setting. This course is only for students admitted to the Coordinated Program in Dietetics.

Prerequisite(s): NHM 574 and admission to the Coordinated Program in Dietetics

NHM576 Supervised Practice in Food Service Management
Hours 3

Supervised food service operations experience in a healthcare or commercial setting. This course is only for students admitted to the Coordinated Program in Dietetics.

Prerequisite(s): NHM 574 and admission in the Coordinated Program in Dietetics

NHM577 Supervised Practice in Medical Nutrition Therapy
Hours 3

Supervised clinical dietetics experience in the hospital setting applying knowledge and skills learned from clinical coursework. This course is only for students admitted to the Coordinated Program in Dietetics.

Prerequisite(s): Admission in the Coordinated Program in Dietetics and Supervised Practice in Long-Term Care.

NHM578 Capstone Supervised Practice in Food Service Management
Hours 3

The application of theory, functions and principles of management through supervised practice in healthcare facilities. Emphasis on personnel and financial management, problem analysis, and quality assurance.

Prerequisite(s): NHM 576 and admission in the Coordinated Program in Dietetics

NHM579 Capstone Supervised Practice in Community Health & Wellness
Hours 3

Supervised community nutrition experience in a variety of settings that includes nutrition education and the delivery of nutrition services in the community. This course is only for students admitted to the Coordinated Program in Dietetics.

Prerequisite(s): Wellness & Health Promotion rotation, Clinical 1 rotation, and admission in the Coordinated Program in Dietetics

NHM580 Capstone Supervised Practice in Medical Nutrition Therapy
Hours 3

Application of the principles of clinical nutrition in specific disease conditions during supervised practice in health care facilities and under the direct supervision of a Registered Dietitian. This course is only for students admitted to the Coordinated Program in Dietetics.

Prerequisite(s): Clinical 1 rotation and admission in the Coordinated Program in Dietetics

NHM585 Clinical Nutrition Management
Hours 3

This course covers management principles for nutrition professionals who plan, coordinate, and manage the work operations of the clinical nutrition staff in healthcare facilities.

NHM587 Integrat Food System Mgt
Hours 3

Current problems in food systems management are presented, with emphasis on theories of management and integration of management functions.

NHM588 Advanced Food Service Systems Management
Hours 3

This course covers foodservice organizational theory and leadership principles for nutrition professionals who oversee and direct the distribution of food, manage human and financial resources, and maintain quality control in quantity food service systems.

NHM590 Special Prob Nutrition
SP

Hours 1-6

Instructor permission required.

Prerequisite(s): Instructor permission required.

Special Topics Course

NHM591 Spec Prob Food Science
SP

Hours 3-6

No description available

Special Topics Course

NHM597 Human Nutrition Master's Capstone Course
Hours 3

The Human Nutrition Master's Capstone Course is the required Capstone Experience for students in the Human Nutrition Master's Program who are not completing a thesis or non-thesis research project. The course focuses on professional development, integration of nutrition knowledge, and community engagement.

NHM598 Non-Thesis Research
Hours 3

Experimental or analytical investigation of a food or nutrition-related issue. This course may be the capstone experience for the masters degree under Plan II and should be the last course the student takes prior to graduating.

NHM599 Thesis Research
Hours 1-6

Faculty mentored development of graduate thesis research.

NHM601 Contemporary Research in Translational Nutrition Science
Hours 3

This course will explore two fast-developing topics in the field of nutrition science: nutrigenomics and the gut microbiome. Students will become familiar with core concepts related to these areas in order to critically evaluate emerging research related to both.

NHM602 Methods in Integrative Nutrition Assessment
Hours 3

Analytical methodologies routine to nutrition assessments are discussed and implemented in accordance with standard research protocols in a lab setting.

NHM603 Nutrition Intervention
Hours 3

This course focuses on developing competence in the planning, design, and execution of randomized clinical trials involving nutrition-focused behavioral interventions.

NHM605 Critical Analysis of Primary Literature in Translational Nutrition Research
Hours 3

Course focus is on interpretation and evaluation of translational research in nutrition.

NHM611 Nutritional Neuroscience
Hours 3

This course teaches the molecular mechanisms at work in brain cells, and how intracellular events influence physiological and pathological processes in the brain. This course also covers the relationship between nutrients and neurological disorders and the various nutritional approaches to improve brain function will be discussed using recent publications.

NHM625 Nutritional Epidemiology
Hours 3

This course is intended for graduate students in health-related professions. Principles of epidemiology are discussed and their application to nutrition. This course provides information on research methods to assess exposure through collection of dietary and biological data, evaluate quality of these data, conduct appropriate analyses, and draw valid conclusions.

NHM635 Adv Prac. in Post Sec. Diet Ed
Hours 3

Focuses on developing Competency in Learning system design, with special emphasis on dietetics education at the college level.

NHM648 Secondary Analysis Survey Data
Hours 3

An applied seminar in the secondary analysis of survey data.

NHM690 Doctoral Studies Seminar
Hours 1

The purpose of this course is to provide doctoral students with information and skills needed for successful doctoral study and an independent research career.

NHM691 Grant Writing for Translational Nutrition Research

Hours 3

Grant writing for translational nutrition research aimed at extending healthy life and reducing the burdens of chronic disease.

NHM692 Special Topics in Nutrition

SP

Hours 3

In-depth understanding of sub-disciplines of food and nutrition that are fundamentals of nutritional sciences and the basic research philosophy of structure-function relationships in food and nutrition research.

Special Topics Course

NHM695 Interpretation of Nutrition Research

Hours 3

This course covers research methodology in nutrition research, and the evaluation of current nutrition research through the systematic review process.

NHM698 Non-Dissertation Research

Hours 1-15

Participation in a cooperative faculty-student research project related to nutrition or food science.

NHM699 Dissertation Research

Hours 1-12

Design, research, and/or analytical investigation of a problem in the area of nutrition to satisfy the dissertation requirement for the doctoral degree.

Capstone College of Nursing Courses

NUR505 Advanced Health Assessment

Hours 3

Advanced Health Assessment is designed for graduate level nurse practitioner students to enhance their clinical skills and deepen their understanding of comprehensive patient evaluation to build a foundation for advanced practice nursing competencies. Through a combination of theoretical knowledge and practical application, students will engage in obtaining a comprehensive health history and performing advanced health assessment techniques on individuals across the lifespan.

NUR506 Advanced Clinical Foundations

Hours 3

This required course in the MSN non-APRN programs with a direct care focus prepares students to integrate advanced concepts of pathophysiology, pharmacology, and health assessment within the contexts of individuals, families, and populations. This course may also be taken by those in APRN concentrations who have previously successfully completed Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology courses.

NUR508 Health Assessment

Hours 3

This course prepares the novice nursing student in the development of health assessment skills including the health history, physical, psychosocial, and spiritual aspects necessary for critical thinking in professional nursing practice. Adult physical assessment techniques will be developed through simulation and practice within a practice lab setting. (2 didactic & 1 clinical: 60 clock hours).

Prerequisite(s): Admission into the Master of Science Entry to the Profession of Nursing (MEPN) Program

Prerequisite(s) with concurrency: NUR 512 Human Pathophysiology - Minimum grade of a B or higher and NUR 515 Introduction to Dosage Calculations - Minimum grade of a B or higher and NUR 523 Conceptual Foundations for Nursing - Minimum grade of a B or higher and NUR 733 Informatics for Advanced Practice Nursing - Minimum grade of a B or higher

NUR510 Basic Concepts of Teaching Diabetes Self-Management Techniques

Hours 3

This online elective course is open to any graduate student in the health or social sciences. The course focuses on: Diabetes Self-Management Techniques (DSMT) and instructs the provider in what manner to impart information that has immediate application for people living with diabetes. The course focuses on application of clinical guidelines for exercise and fitness, nutrition and diet, and the techniques, products, and strategies that help patients learn diabetes self-management techniques that empower them to take charge of their well-being and live healthier lives.

Prerequisite(s): Permission by Instructor

NUR512 Human Pathophysiology

Hours 4

This course is an introduction to fundamental pathophysiology of the human body. This course examines physiological change that results in disruptive adaptive responses throughout the lifespan. These disruptive responses are approached in a systematic manner. A combination of identified cellular concepts and body systems approach is used to structure course content. Included are basic cellular processes in human pathology, pathology associated with the major body systems, and physiology associated with the aging process.

Prerequisite(s): Admission into the Master of Science Entry to the Profession of Nursing (MEPN) Program

Prerequisite(s) with concurrency: NUR 508: Health Assessment - Minimum grade of a B or higher and NUR 515: Introduction to Dosage Calculation - Minimum grade of a B or higher and NUR 523: Conceptual Foundations for Nursing - Minimum grade of a B or higher and NUR 733 Informatics for Advanced Practice Nursing - Minimum grade of a B or higher

NUR513 Special Topics

SP

Hours 1-4

This course focuses on selected MSN topics under the sponsorship of a nursing faculty member with relevant expertise.

Special Topics Course

NUR515 Introduction to Dosage Calculation

Hours 2

The purpose of this course is to provide students with the opportunity to review basic math concepts and problems; examine the different systems of measurement and abbreviations; examine methods of dosage calculation required for the safe administration of adult and pediatric medications; interpret drug orders; and solve calculations of different medication preparations. Through didactic instruction, case studies, and multimedia, students will develop and enhance their knowledge of medication calculations.

Prerequisite(s): Admission to program

Prerequisite(s) with concurrency: NUR 508 Health Assessment - Minimum grade of a B or higher and NUR 512 Pathophysiology - Minimum grade of a B or higher and NUR 523 Conceptual Foundations for Nursing - Minimum grade of a B or higher and NUR 733 Informatics for Advanced Practice Nursing - Minimum grade of a B or higher

NUR516 Advanced Diabetes Management: An Interdisciplinary Approach Across the Lifespan

Hours 3

This online elective course is open to any graduate student in the health or social sciences. The course focuses on the primary, secondary, and tertiary prevention and management of diabetes mellitus offering expanded content suitable to students pursuing graduate study in nursing, medicine, nutrition, and other social sciences. Building on the basic and advanced science and clinical management courses a multi-disciplinary approach is offered for the prevention of pre-diabetes, metabolic syndrome, type 2 diabetes, management of both types 1 and 2 diabetes mellitus across the lifespan. Special emphasis is placed on the prevention and management of the complications and co-morbid conditions potentially resulting from diabetes mellitus.

NUR517 Graduate Independent Study

SP

Hours 1-4

No description available

Special Topics Course

NUR521 Advanced Pharmacology

Hours 3

This course will assist the graduate nursing student to further develop knowledge of evidence-based clinical pharmacology. Course content will include basic principles of pharmacology as they apply to drug therapy across the lifespan. A prototype approach will be used to present content covering selected drugs affecting the peripheral nervous system, central nervous system, cardiovascular system, renal system, endocrine system, immune system, musculoskeletal system, respiratory system, gastrointestinal system, and chemotherapy for infection and cancer.

NUR523 Conceptual Foundations for Nursing

Hours 3

This course prepares the student for concepts and issues relevant to professional nursing practice. Content related to the values of professional nursing and issues affecting practice will be examined. Emphasis is placed on concepts related to professional values; legal and ethical responsibilities of the professional nurse; an introduction to interprofessional teams, teamwork, and collaboration; and care of the psychosocial integrity of culturally diverse individuals and populations across the lifespan.

Prerequisite(s) with concurrency: NUR 508 Health Assessment - Minimum grade of a B or higher and NUR 512 Human Pathology - Minimum grade of a B or higher and NUR 515 Introduction to Dose Calculations - Minimum grade of a B or higher

NUR529 Advanced Pathophysiology

Hours 3

This advanced course explores the complex mechanisms of disease processes, providing advanced practice students with a comprehensive understanding of pathophysiology to build a foundation for advanced practice nursing competencies. Emphasizing clinical applications, the course covers the etiology, pathogenesis, and clinical manifestations of various diseases across the lifespan.

NUR531 Nursing Faculty Roles and Responsibilities

Hours 3

This online course will provide an introduction to the roles and responsibilities of nursing faculty. This course will prepare students to participate in the processes of designing, implementing, and evaluating a nursing curriculum. This course will include roles and responsibilities of faculty in teaching, scholarship, service, and practice.

NUR532 Instructional Media for Nursing Education

Hours 3

This course will provide students with an overview of instructional technology and media that can be used in undergraduate and graduate level instruction in nursing education programs. This course will provide students with skills to begin on site and online instruction. It will explore the use of computers, software, models, simulators, and other instructional media.

Prerequisite(s): AIL 600 and AIL 602

Prerequisite(s) with concurrency: AIL 600 and AIL 602

NUR534 Fundamentals of Professional Nursing Practice

Hours 6

This course is an introduction to fundamental nursing concepts and processes that are foundational to nursing care. Content includes an introduction to professional nursing; the nursing process; ethics, theories and models of communication and factors that affect interpersonal communication in health care settings; health assessments and the application of assessment skills and documentation; basic care planning and clinical nursing skills. The nursing process will be presented as a framework for critical thinking, decision-making and nursing practice.

Prerequisite(s): NUR 508 Health Assessment - minimum grade of a B or higher NUR 512 Human Pathophysiology - minimum grade of a B or higher NUR 515 Introduction to Dosage Calculations - minimum grade of a B or higher NUR 523 Conceptual Foundations for Nursing - minimum grade of a B or higher NUR 733 Informatics for Advanced Practice Nursing - minimum grade of a B or higher

Prerequisite(s) with concurrency: NUR 536 Pharmacology for Nursing Practice - minimum grade of a B or higher and NUR 727 Foundations of IS and EBP - minimum grade of a B or higher

NUR536 Pharmacology for Nursing Practice

Hours 3

The purpose of this required course is to introduce the student to the role of pharmaceutical agents in assisting patients with health problems throughout the lifespan. A brief history and a discussion of the legal controls that regulate the field of pharmacology are included. Drug prototypes are utilized to examine the major classifications of drugs. Use of a handheld electronic device and accompanying software facilitates discussion of major drug classification with regard to pharmacokinetics, therapeutic uses, adverse reactions, precautions, and contraindications. Special considerations of diverse cultural backgrounds, ethnic factors, access to financial resources, lifespan issues, and genetic variations impacting drug therapy are included. Health teaching and nursing implications for drug classifications are discussed.

Prerequisite(s): NUR 508 Health Assessment - minimum grade of B or higher NUR 512 Human Pathophysiology - minimum grade of B or higher NUR 515 Introduction to Dosage Calculations - minimum grade of B or higher NUR 523 Conceptual Foundations for Nursing - minimum grade of B or higher NUR 733 Informatics for Advanced Practice Nursing - minimum grade of B or higher

Prerequisite(s) with concurrency: NUR 534 Fundamentals of Nursing Practice - minimum grade of B or higher and NUR 727 Foundations of IS and EBP - minimum grade of B or higher

NUR549 Roles & Leadership in Nursing Administration

Hours 3

The purpose of this course is to provide the student with the tools and resources to embrace the role of the Nurse Administrator and successfully balance leadership and management cohesively. This course will comprehensively cover leadership concepts to include working collaboratively in interdisciplinary teams, professional roles and scopes of practice, human resource management, staffing, conflict resolution, sustainable change, and decision-making practices.

NUR550 Roles & Leadership in Nursing Administration Practicum

Hours 3

The purpose of this clinical course is to provide the student with the opportunity to apply concepts and theory from NUR 549 in an authentic clinical environment to narrow the theory practice gap through application and experiential learning. The focus is on application of leadership concepts to include working collaboratively in interdisciplinary teams, professional roles and scopes of practice, human resource management, staffing, conflict resolution, sustainable change, and decision-making practices.

NUR551 US Healthcare Systems and Quality & Safety

Hours 3

The purpose of this course is to prepare future nurse administrators for the complexities of healthcare management by giving them the tools and resources to understand and critically appraise the unique dynamics of the U.S. healthcare system. This course will include information related to healthcare delivery, quality improvement, public policy, laws, accrediting bodies, and regulatory statutes.

NUR552 US Health Care Systems and Quality & Safety Practicum

Hours 3

The purpose of this clinical course is to provide the nursing administrator student with the opportunity to apply concepts and theory from NUR 551 in an authentic clinical environment to narrow the theory practice gap through application and experiential learning. The focus is on the application of public policy, laws, accrediting bodies, and regulatory statutes as they relate to the delivery of health care in the U.S.

NUR553 Advanced Financing and Strategic Planning in Health Care

Hours 3

The purpose of this course is to prepare future nurse administrators to be highly effective and influential strategic planners and financial leaders within the organization. This course addresses principles of strategic planning and fiscal resource management to include SWOT analyses, business plans, reimbursement models, cost analysis, budgeting, contract development, financial aspects of program development and evaluation, and cost accounting and tracking.

NUR554 Advanced Financing and Strategic Planning in Health Care Practicum

Hours 3

The purpose of this clinical course is to provide the student with the opportunity to apply concepts and theory from NUR 553 in an authentic clinical environment narrowing the theory practice gap through application and experiential learning. The focus is on the application of the principles of strategic planning and fiscal resource management to include SWOT analyses, business plans, reimbursement models, cost analysis, budgeting, contract development, financial aspects of program development and evaluation, and cost accounting and tracking.

NUR555 Professional Nursing Practice: Adults

Hours 7

This required course focuses on actions designed to detect and intervene in actual or potential health problems in adults and to determine actions that will ameliorate or reduce the consequences of adult disease through support or rehabilitation. It will prepare the student to provide care to adult patients experiencing common and/or complex physiological alterations and responses. The course addresses concepts, theories, and research findings essential to promote and restore health of adults from culturally diverse populations. Clinical experiences are designed to develop skills for early detection, diagnosis, and treatment of acute and chronic health problems in adults and prevention of further disability. Clinical requirements are pass/fail. Students are required to pass the clinical component of course to successfully complete the course regardless of grade received in the didactic or theory portion of the course. (Theory and laboratory).

Prerequisite(s): Minimum grade of B or higher: NUR 508 Health Assessment NUR 512 Pathophysiology Basic NUR 515 Introduction to Dose Calculations NUR 523 Conceptual Foundations in Nursing Care Professional NUR 733 Nursing Informatics NUR 534 Fundamentals of Professional Nursing Practice NUR 536 Pharmacology NUR 727 Foundations of IS and EBP

Prerequisite(s) with concurrency: Minimum grade of B or higher: and NUR 556 Professional Nursing Practice: Mental Health Nursing and NUR 740 Health Policy and Politics

NUR556 Professional Nursing Practice: Mental Health

Hours 4

This required course focuses on theory, concepts, and management functions essential to professional nursing practice in the improvement of the mental health of culturally diverse persons and the prevention of further disability. Course content is organized around evidence that contributes to a holistic understanding of mental health conditions and effective intervention strategies that assist the individual and family to adapt, and recover. The social, legal, and ethical implications of providing nursing care to culturally diverse individuals with mental health conditions are integrated throughout the content. Essential skills for the student are therapeutic communication in mental health, identification of practice issues, interprofessional collaboration, evaluation of outcomes, and the application of evidence-based practice models. Actions will be taken to participate in quality improvement by ameliorating or reducing the consequences of mental health problems. These essential skills are designed to provide quality care while improving the mental health of persons and preventing further disability. (Theory and Laboratory).

Prerequisite(s): Minimum grade of B or higher: NUR 508 Health Assessment NUR 512 Pathophysiology Basic NUR 523 Conceptual Foundations for Nursing NUR 515 Introduction to Dose Calculations NUR 733 Nursing Informatics NUR 534 Fundamentals of Professional Nursing Practice NUR 536 Pharmacology for Nursing Practice NUR 727 Foundations of IS & EBP

Prerequisite(s) with concurrency: Minimum grade of B or higher: and NUR 555 Professional Nursing Practice: Adults and NUR 740 Health Policy & Politics

NUR558 Professional Nursing Practice: Childbearing

Hours 4

This required course focuses on the role of the nurse in providing holistic, patient-centered care to the childbearing family. The student will be given simple to complex situations in classroom, clinical and technological-based experiences, emphasizing evidence-based practice and quality improvement as members of an interdisciplinary team. A major focus will be the implementation of nursing care to childbearing families who are experiencing a normal maturational process as well as related acute/chronic health problems to provide holistic, patient-centered care to childbearing families from culturally diverse populations. (Theory and laboratory).

Prerequisite(s): Minimum grade of B or higher: NUR 555 Professional Nursing Practice: Adults NUR 556 Professional Nursing Practice: Mental Health NUR 740 Health Policy and Politics

Prerequisite(s) with concurrency: Minimum grade of B or higher: and NUR 579: Professional Nursing Practice: Community Health and NUR 583: Professional Nursing Practice: Children

NUR567 Family Nurse Practitioner Role & Issues

Hours 3

This course includes the professional role of the Family Nurse Practitioner (FNP) serving diverse populations across the lifespan. Emphasis is on the influence of nurse practitioners on outcomes at the systems level. Students will assess complex demands; plan coordinated, multidisciplinary, evidence-based collaborative approaches to care; and appraise strategies for evaluation of outcomes.

Prerequisite(s): NUR 505, NUR 521, NUR 529 - with a grade of B or better

Prerequisite(s) with concurrency: NUR 568 with a B or Better

NUR568 Clinical Readiness

Hours 3

The clinical readiness course ensures that graduate nursing students acquire the foundational knowledge and skills necessary for safe, effective patient care. Through a variety of learning opportunities, students integrate pharmacology, pathophysiology, and physical assessments (the 3P's), along with clinical reasoning, labs/diagnostics, documentation, and interdisciplinary principles of practice. Emphasis is placed on patient safety, clinical judgement, and person-centered care to prepare students for direct care responsibilities. The course culminates in students, demonstrating clinical competencies aligned with their scope of practice while fostering professional identity, collaboration, and accountability.

Prerequisite(s): NUR 505 and NUR 521 and NUR 529

Prerequisite(s) with concurrency: NUR 567 OR NUR 591

NUR569 Family Nurse Practitioner I

Hours 3

This course integrates theoretical, and evidence-based foundational knowledge in health promotion, disease prevention, diagnosis, and management of adults in a primary care setting with a particular focus on rural and medically underserved populations.

Prerequisite(s): NUR 567

NUR570 Family Nurse Practitioner Clinical I

Hours 3

In this clinical course, the FNP student will apply the theoretical and evidence-based foundational knowledge in health promotion, disease prevention, diagnosis, and management of adults in a primary care setting with a particular focus on rural and medically underserved populations. There are 180 clinical hours required for course completion.

Prerequisite(s): NUR 567 with a grade of B or better

NUR571 Family Nurse Practitioner II

Hours 3

This course integrates theoretical, and evidence-based foundational knowledge in health promotion, disease prevention, diagnosis, and management of women and children in a primary care setting with a particular focus on rural and medically underserved populations.

Prerequisite(s): NUR 569 - Must have a B or better. NUR 570 - Must have a B or better.

NUR572 Family Nurse Practitioner Clinical II

Hours 3

In this clinical course, the FNP student will apply the theoretical and evidence-based foundational knowledge in health promotion, disease prevention, diagnosis, and management of women and children in primary care with a particular focus on rural and medically underserved populations. There are 180 clinical hours divided equally between the two populations are required for course completion.

Prerequisite(s): NUR 569 - Must pass with a B or better. NUR 570 - Must pass with a B or better.

NUR573 Family Nurse Practitioner III

Hours 3

This course integrates theoretical, and evidence based foundational knowledge in health promotion, disease prevention, diagnosis, and management of care across the lifespan with a particular focus on rural and medically underserved populations.

Prerequisite(s): NUR 571, NUR 572 - All prereqs must be completed with a B or better

NUR574 Family Nurse Practitioner Clinical III

Hours 3

In this clinical course, the FNP student will apply the theoretical and evidence-based foundational knowledge in health promotion, disease prevention, diagnosis, and management of care across the lifespan with a particular focus on rural and medically underserved populations. There are 180 clinical hours required for course completion.

Prerequisite(s): NUR 571, NUR 572 - Prerequisites must be completed with a B or better

NUR575 Family Nurse Practitioner IV Review (Didactic) and Clinical Immersion

Hours 5

This immersive course incorporates a concentrated clinical practice experience that prepares the FNP student for full scope of practice and supports preparation for licensure and certification. . Using an evidence-based practice framework the student will apply health promotion, disease prevention, and in the provision of patient-centered care in rural medically underserved areas. There are 240 clinical hours in Across the Lifespan population required for course completion. Students will demonstration knowledge of advanced pathophysiology, and pharmacologic interventions according to current standards of care across the lifespan in primary health care clinical settings while learning the family nurse practitioner's role and responsibilities in the provision of patient-centered, ethical, culturally competent care.

Prerequisite(s): NUR 573 NUR 574

NUR576 Teaching & Learning Strategies

Hours 3

This course will prepare students to apply evidence-based adult teaching and learning strategies in academic and clinical settings designed to enable the student to teach nursing content, promote effective learning environments, and evaluate academic success in a variety of contexts. The student will learn the pedagogy of delivering nursing content in environments that include face-to-face and distance formats, incorporating a variety of technologies, and didactic methods that include the cognitive, affective, and psychomotor domains of learning.

NUR577 Academic Immersion

Hours 4

This course will provide students with the opportunity to apply concepts and skills in curriculum development, didactic teaching, and evaluation methods as well as responsibilities within the nurse educator role. The student can choose from a variety of academic settings in which to interface with students, faculty, administrators, and support services within the chosen academic institution. Practicum hours involve observational and hands on teaching experiences. The student will work with a preceptor to complete 3 credit hours (180 clock hours) of practical experience in the educator role and 1 credit hour in seminar.

Prerequisite(s): NUR 576 with a B or better

NUR578 Clinical Immersion

Hours 4

This course will provide students with the opportunity to apply concepts and skills in clinical teaching and evaluation methods within the nurse educator role. The student will apply specialized, hands on, educational concepts within specialized clinical and practice lab settings. The student will work with a preceptor to complete 3 credit hours (180 clock hours) of practical experience in the educator role and 1 credit hour in seminar.

Prerequisite(s): NUR 577 with a B or better

NUR579 Professional Nursing Practice: Community Health
Hours 4

This course prepares the students with an introduction to health promotion and community-based nursing principles. The course addresses concepts, theories, and research findings essential to promoting the health of culturally diverse aggregates, populations, or communities.

Prerequisite(s): Minimum grade of B and higher: NUR 555 Professional Nursing Practice: Adults NUR 556 Professional Nursing Practice: Mental Health NUR 740 Health Policy and Politics

Prerequisite(s) with concurrency: Minimum grade of B and higher: and NUR 558 Professional Nursing Practice: Childbearing and NUR 583 Professional Nursing Practice: Children

NUR583 Professional Nursing Practice: Children
Hours 4

This course focuses on actions designed to detect and intervene in actual or potential health problems in children and to determine actions that will ameliorate or reduce the consequences of disease in children through support or rehabilitation. Students will develop skills in early detection and diagnosis of disease in children and treatment of acute and chronic health problems and evaluates clinical skills necessary to provide culturally-competent care to children from culturally diverse populations.

Prerequisite(s): Minimum grade of B or higher: NUR 555 Professional Nursing Practice: Adults NUR 556 Professional Nursing Practice: Mental Health NUR 740 Health Policy and Politics

Prerequisite(s) with concurrency: Minimum grade of B or higher: and NUR 558: Professional Nursing Practice: Childbearing and NUR 579: Professional Nursing Practice: Community Health

NUR584 Professional Nursing Practice: Complex Client
Hours 4

This synthesis course provides opportunities for the student to examine complex, acute and chronic health problems. Students will apply concepts from prerequisite and concurrent courses and use clinical reasoning thinking and decision-making skills to evaluate interventions to ameliorate or reduce health problems. Clinical activities will focus on nursing actions used to intervene in care of complex clients. The first portion of this course serves as a bridge from adult health and mental health nursing concepts into a holistic approach to caring for clients with complex and critical health problems.

Prerequisite(s): Minimum grade of B and higher: NUR 558 Professional Nursing Practice: Childbearing NUR 579 Professional Nursing Practice: Community Health Clinical NUR 583 Professional Nursing Practice: Children

Prerequisite(s) with concurrency: Minimum grade of B and higher: and NUR 600: Transition to Practice with a Rural Preceptorship and NUR 601: Preparation for Licensure and NUR 735 Population Health in Advanced Practice Nursing and NUR 737 Interdisciplinary Leadership and Role Development for Practice Excellence

NUR591 Leadership and Advocacy in Psychiatric Mental Health Nurse Practitioner Practice
Hours 3

The purpose of this course is to focus on concepts, theories and research underlying advanced practice psychiatric mental health nursing. The scope and standards of psychiatric-mental health nursing practice will be presented. Mental health treatment modalities across the lifespan including psychotherapy, psychopharmacological interventions, community interventions, case management and consult-liaison activities will be examined. Psychological, biological, social, and cultural influences on coping responses of individuals, families, groups, and communities of people/populations at risk are explored. Intervention models, including preventive care and health promotion are introduced.

Prerequisite(s): NUR 505, NUR 521, NUR 529 with a B or better

NUR592 Diagnosis & Evidence Based Treatment for Vulnerable & Specialized People with Psychiatric Disorders
Hours 5

The purpose of this course is to provide an immersive clinical experience in which the PMHNP student demonstrates competencies for full scope of practice and supports preparation for licensure and certification utilizing evidence-based practice, the student will provide patient-centered mental health care that is culturally congruent. Students will demonstrate competence in the provision of mental health across the treatment trajectory from health promotion and disease prevention to emergent crisis care and chronic illness management across the lifespan. Students will complete 240 clinical hours in across the lifespan population care.

Prerequisite(s): NUR 597 and NUR 598 with a B or better

NUR593 Mastering Diagnosis & Evidence Based Treatment for Children & Adolescents with Psychiatric Disorders
Hours 3

The purpose of this course is to focus on the study of Psychiatric Mental Health Nurse Practitioner (PMHNP) conceptual frameworks, theories, and research findings related to common psychiatric disorders among children and adolescent (birth to 17) patients in urban, suburban, and rural settings. Biological and pharmacologic theories, developmental issues of children and adolescent (birth to 17) patients, psychotherapeutic modalities, primary prevention, and evaluation of treatment will be emphasized.

Prerequisite(s): NUR 595 and NUR 596 with a grade of B or better

NUR594 Evidence Based Advanced Clinical Practice for Children and Adolescents with Psychiatric Disorders
Hours 3

The purpose of this clinical course is to provide the student with the ability to apply treatment of psychopathology. The role of the Psychiatric Mental Health Nurse Practitioner (PMHNP) in the assessment, diagnosis, and treatment of children, adolescents, young adults, and families in urban, suburban, and rural settings will be explored. This course will also provide students the opportunity to apply psychobiological information in conjunction with the use of psychopharmacological and psychotherapeutic interventions with patients. Students must complete 180 clinical hours working with children and adolescents from birth to 17.

Prerequisite(s): NUR 595 and NUR 596 with a B or better

NUR595 Mastering Diagnosis & Evidence Based Treatment of Psychiatric Disorders in the Adult and Older Adult

Hours 3

The purpose of this course is for Psychiatric Mental Health Nurse Practitioner (PMHNP) students to learn how to critically appraise theoretical approaches for psychotherapeutic interventions with adult and elderly patients and families in urban, suburban, and rural areas. This course provides a theoretical basis for advanced practice of Psychiatric Mental Health Nursing. This course will also provide the student with an understanding of the dynamics, epidemiology, and treatment of selected psychopathology, specifically focused on adult and elderly patients. In addition, the role of the PMHNP in the assessment, diagnosis, and treatment of adult and elderly patients with mental disorders will be explored.

Prerequisite(s): NUR 591 and NUR 568 with a grade of B or better

NUR596 Evidence Based Advanced Clinical Practice in Adult and Older Adults with Psychiatric Disorders

Hours 3

The purpose of this clinical course is for Psychiatric Mental Health Nurse Practitioner (PMHNP) students to critically appraise and apply theoretical approaches for psychotherapeutic interventions with adult and elderly patients and families in urban, suburban, and rural areas. This course will also provide the student with an opportunity to apply the dynamics, epidemiology, and treatment of selected psychopathology, specifically focused on adult and elderly patients. In addition, the role of the PMHNP in the assessment, diagnosis, and treatment of adult and elderly patients with mental disorders will be applied. Students must complete 180 clinical hours providing psychopharmacotherapeutic and psychotherapeutic interventions to adults, elderly and their families.

Prerequisite(s): NUR 593, NUR 594; must complete with a B or better

NUR597 Mastering Diagnosis & Evidence based Treatment of Psychiatric Disorders Across the Lifespan

Hours 3

The purpose of this course is for Psychiatric Mental Health Nurse Practitioner (PMHNP) students to demonstrate comprehension of multiple theoretical approaches for psychotherapeutic interventions across the lifespan in urban, suburban, and rural areas. This course also covers the dynamics, epidemiology, assessment, diagnosis, and treatment of selected psychopathologies. Appropriate evidence-based psychopharmacological and psychotherapeutic (individual, family and group) interventions are examined.

Prerequisite(s): NUR 593 and NUR 594 with a grade of B or better

NUR598 Evidence Based Advanced Clinical Practice Across the Lifespan for Psychiatric Disorders

Hours 3

The purpose of this clinical course is for Psychiatric Mental Health Nurse Practitioner (PMHNP) students to demonstrate application of multiple theoretical approaches for psychotherapeutic interventions across the lifespan in urban, suburban, and rural areas. This course provides PMHNP students an opportunity to apply clinical skills in the assessment, diagnosis, and treatment of selected psychopathologies. Students will apply appropriate evidence-based psychopharmacological and psychotherapeutic (individual, family and group) interventions in a wide range of clinical settings. Students must complete 180 clinical hours treating patients across the lifespan (with a minimum of 40 child and adolescent).

Prerequisite(s): NUR 593 and NUR 594 with a grade of B or better

NUR599 Master's Thesis

Hours 3-6

This course is designed to assist the student in selecting a foundational area of inquiry or phenomenon of interest, and creating original scholarship written under the direction of the faculty advisor. It is expected that the project will culminate in the production of a research product (thesis) that evidences originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation. The work shall involve an analysis or study related to a professional nursing phenomenon of interest such as, but not limited to: direct patient care concerns, systems level quality improvement, healthcare policy, or nursing administration.

NUR600 Transition to Practice with a Rural Health Preceptorship

Hours 4

This required course focuses on leadership theory and management functions essential to professional nursing. It serves as a capstone course for the MENP. Essential skills are communication, interprofessional collaboration, negotiation, delegation, coordination, evaluation of interdisciplinary work, and the application of evidence-based practice models. Clinical experiences focus on the enactment of the professional nurse role in a concentrated practicum which requires a culmination of knowledge and skill while in the nursing program. Leadership and management principles and clinical judgment skills are applied as students enhance direct care delivery skills, critical thinking, and decision-making. A culminating Capstone Project is required and is designed to give students an experiential learning opportunity at the point of care by working with healthcare providers to demonstrate mastery of the leadership principles and management concepts presented within this course.

Prerequisite(s): Minimum grade of B or higher NUR 558 Professional Nursing Practice: Childbearing NUR 579 Professional Nursing Practice: Community Health Clinical NUR 583 Professional Nursing Practice: Children

Prerequisite(s) with concurrency: Minimum grade of B or higher and NUR 601 Preparation for Licensure and NUR 735 Population Health in Advanced Practice Nursing and NUR 584 Professional Nursing Practice: Community Health and NUR 737 Interdisciplinary Leadership & Role Development for Practice Excellence

NUR601 Preparation for Licensure

Hours 1

The focus of this course is to support students to assess their individual knowledge acquisition and to implement strategies to address identified deficiencies and maximize learning with faculty assistance. Through this course students will use individual, group, and technology-based methods to facilitate critical thinking and problem-solving using client case studies. Students will also complete the NCLEX licensure application process.

Prerequisite(s): Minimum grade of B or higher: NUR 558 Professional Nursing Practice: Childbearing NUR 579 Professional Nursing Practice: Community Health Clinical NUR 583 Professional Nursing Practice: Children

Prerequisite(s) with concurrency: Minimum grade of B or higher: and NUR 600 Leadership & Rural Health Preceptorship and NUR 735 Population Health in Advanced Practice Nursing and NUR 584 Professional Nursing Practice: Complex Client and NUR 737 Interdisciplinary Leadership & Role Development for Practice Excellence

NUR620 Curriculum Theory & Practice

Hours 3

This course critically examines historical and contemporary discourses necessary to understand curriculum as a synergetic field of study and an area of professional practice. Factors related to organizing curriculum will be considered based on analysis, interpretation and synthesis of contextual data. Students will determine directions, outcomes, and goals for curriculum and course design. Methods for curriculum evaluation and a dashboard for successful implementation will be emphasized. Students will demonstrate their ability to develop and critique curriculum in the context of instruction through reflection, observation, documentation, and descriptive analysis and to relate ethical, moral, and social justice concerns to curriculum practice.

Prerequisite(s): NUR 531 with a B or better

NUR696 Doctoral Seminar in Research

Hours 3

Students are expected to utilize knowledge from quantitative methodology and statistics in this course. The seminar will provide students with opportunities to synthesize knowledge gained in this and other courses in order to address topics of for research in nursing education.

NUR700 Clinical Data Mgt & Analysis

Hours 3

This required course provides students with the knowledge base to understand, collect, manage, and measure clinical data. Students will explore data collection and management processes, levels of measurement, basic statistics, and measurement for improvement in order to effectively use clinical data. Data entry exercises employed through analytical tools and statistical software packages will allow the students practice and apply the basic data management and analysis skills needed for the evaluation of clinical data and evidence-based practice.

NUR701 Writing for Publication

Hours 3

This course concerns the development of skills in writing, editing, and preparing manuscripts for publication from initial idea to submission of a publishable manuscript. The course emphasizes a writing process that encourages productivity and collegial peer review. Legal and ethical aspects of authorship prepare students for responsible practices expected of scholars. Students should have mastered basic writing skills, e.g., grammar, syntax, and computer skills, prior to enrolling in this course.

Prerequisite(s): NUR 706 with a B or better

NUR706 Introduction to Writing

Hours 1

The purpose of this course is to provide students with an introduction and foundation to the basic principles of scholarly writing with focus on writing for a clinically focused student. The student will explore APA guidelines, the principles of plagiarism, the foundational concepts of writing, and basic guidance in writing for academic/scholarly publications.

NUR713 Special Topics

SP

Hours 1-4

This course focuses on selected DNP topics under the sponsorship of a graduate nursing faculty member with relevant expertise.

Special Topics Course

NUR717 DNP Independent Study - Special Topics

SP

Hours 1-4

The independent study option provides an opportunity for students to identify, structure, implement and evaluate learning experiences consistent with personal learning needs and career plans that are in addition to the current curriculum.

Special Topics Course

NUR727 Foundations of Implementation Science and Evidence-Based Practice

Hours 3

The purpose of this course is to provide students with foundations for implementation science and evidence-based practice (EBP). Students learn to formulate clinical questions in answerable format, and search for and identify best research evidence. The focus of the course is to evaluate and critically appraise evidence for rigor and applicability to the clinical problem and is designed to improve clinical outcomes. Students will translate the evidence into practice environments for safe quality care, gain access to information that will support optimal clinical decision-making, and identify models and theories to support clinical change.

NUR728 Evidence-Based Project Methods and Evaluation

Hours 3

The purpose of this course is to synthesize knowledge related to translational/implementation science models and strategies to improve health outcomes. The emphasis in the course is the use of project evaluation as a strategic planning tool to achieve positive changes in health status, to initiate quality improvement, to engage in risk anticipation and management, and to facilitate organizational and system level changes.

Prerequisite(s) with concurrency: NUR 727 with a B or Better

NUR729 EBP Design and Translation

Hours 3

The purpose of this course is to provide students with models for evidence-based practice (EBP) design and improvement translation. Students learn to formulate clinical questions in answerable format, and search for and identify best research evidence. The focus of the course is to evaluate and critically appraise evidence for rigor and applicability to the clinical problem and is designed to improve clinical outcomes. Students will translate the evidence into practice environments for safe, quality care. Students will gain access to information that will support optimal clinical decision-making. Improvement translation sciences will also be introduced.

NUR731 Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing

Hours 3

This required core course for the Doctor of Nursing Practice program provides an understanding of the use of theory and conceptual foundations to guide the complexity of specialty nursing practice at the doctoral level. The content is derived from the philosophical and scientific underpinnings of nursing, natural, and psycho-social sciences.

NUR733 Informatics for Advanced Practice Nursing

Hours 3

This required course focuses on the collection, organization, analysis, and dissemination of information in nursing and health care. Students are introduced to the specialty of nursing informatics, the information system life-cycle, telemedicine, and the use of technology to enhance nursing care delivery and patient safety. Also, students learn how to design, use, and manipulate large and small patient databases for the analysis of patient outcomes.

NUR734 Advanced Experiential Clinical Course

Hours 1-7

This course is designed to validate Master's level competencies in clinical and organizational leadership. The course is required for post-master's DNP students who are graduates of programs in nursing with less than 500 clinical hours.

NUR735 Population Health in Advanced Practice Nursing

Hours 3

This required course equips students to implement population-based strategies for disease prevention and health promotion, aligning with national and global goals to enhance health outcomes worldwide. Emphasis is placed on a range of critical health issues, including emerging infectious diseases, emergency preparedness, health disparities, and the influence of behavior and lifestyle choices on overall health.

NUR737 Interdisciplinary Leadership and Role Development for Practice Excellence

W

Hours 3

This course prepares students for organizational and systems leadership and knowledge and skills critical to role development in independent and inter and intra-disciplinary practice. Content includes communication, conflict resolution, collaboration and negotiation, leadership, and team functioning to maximize success in the establishment of safe, effective patient-centered care in complex environments.

Writing

NUR740 Health Policy & Politics: Implications in Health Care

Hours 3

This course focuses on the basic principles of health policy and the influence of the political process as a systematic approach to health care in the United States and internationally. The course prepares students to assume complex leadership roles in order to advance specialty practice and health. This course focuses on the unique challenges of engaging and influencing healthcare policy in the U.S. and internationally. It is designed to develop skills, techniques, and approaches to the critical analysis of health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums. The health policy framework is analyzed from a governmental, institutional, and organizational perspective.

NUR742 Project Evaluation and Methods

Hours 3

The purpose of this course is to synthesize knowledge related to translational/implementation science models and strategies to improve health outcomes. The emphasis in the course is the use of project evaluation as a strategic planning tool to achieve positive changes in health status, to initiate quality improvement, to engage in risk anticipation, management and to facilitate organizational and system level changes.

NUR743 EBP Strategies

Hours 3

NUR 743 is a required core Doctor of Nursing Practice Program course, which expands on foundational evidence-based practice concepts to refine a problem statement and derive a searchable and answerable clinical question. Content includes identification and selection of methods, strategies, tools and metrics needed to complete a successful scholarly project. The course also addresses targeted strategies for disseminating evidence associated with scholarly projects.

NUR794 Introduction to the DNP Scholarly Project

Hours 1

This course provides an essential foundation for DNP students preparing for DNP Scholarly Project Immersion. It is designed to be taken in the semester prior to entering NUR 796.

NUR795 DNP Project Seminar

Hours 1

This required course is designed to assist the student to develop professional competencies related to the DNP project. Students participating in the seminar will obtain guidance, be involved in discussion, and receive peer suggestions about the DNP project. Funding opportunities will be explored, presentation preparation will be initiated, and project dissemination will be reviewed. The student will start the development and design of the professional portfolio with current professional information and achievements.

Prerequisite(s): NUR 794

NUR796 DNP Project Immersion I

Hours 3

This required course is the first clinical course in the Doctor of Nursing Practice course of study. The practice residency is conducted in a specialty area of the student's choice and guided by the DNP Essentials. Students will participate in weekly online group discussions regarding their progress providing peer feedback. An organizational needs assessment is conducted while the final project is selected and planned by the student and the Faculty Advisor. IRB training and preparation is completed. The final project proposal is completed and approved by the Faculty Advisor in this course.

Prerequisite(s): A clinical facility contract and clinical advisor must be approved and in place prior to enrollment in this course. NUR 701 NUR 727 NUR 728 NUR 794

NUR797 DNP Project Immersion II

Hours 3

This required course is the continuation of the clinical courses in the Doctor of Nursing Practice course of study. The practice residency is conducted in a specialty area of the student's choice and guided by the DNP Essentials. Students will participate in weekly online group discussions regarding their progress providing peer feedback. The DNP Project will be submitted for IRB review and revised until accepted by all required IRB entities. The DNP project will be implemented and evaluated by the student, with guidance from the Faculty Advisor.

Prerequisite(s): NUR 796 A clinical facility contract and clinical advisor must be approved and in place before enrollment in this course.

Prerequisite(s) with concurrency: NUR 795

NUR798 DNP Project Immersion III

Hours 3

This required course is the culmination of the clinical courses in the Doctor of Nursing Practice course of study. The practice residency is conducted in a specialty area of the student's choice and guided by the DNP Essentials. Students will participate in weekly online group discussions regarding their progress providing peer feedback. The final project is evaluated, analyzed, and disseminated by the student with Faculty and Clinical Advisor guidance in the form of a professional presentation. The final DNP Project report is completed and approved by the Faculty Advisor. Students are strongly encouraged to submit a completed manuscript for publication based on the DNP Project in collaboration with the Faculty Advisor when deemed ready by the Faculty Advisor.

Prerequisite(s): NUR 796 and NUR 797 with a B grade or better

NUS713 Special Topics

SP

Hours 3

This course is designed to offer Joint PhD program students a range of nursing-science focused special topic courses.

Special Topics Course

NUS741 BSN-PhD Research Seminar I

UAH

Hours 1

The purpose of this course is to prepare BSN-PHD students with the foundational skills of deep reading, comprehensive literature review and critique, critical thinking, and writing skills necessary for successful advancement in a doctoral program. This course will further help students by providing more individualized support and structure to facilitate successful progression through the PhD program.

Prerequisite(s): Admission to the Graduate Program

UA-Huntsville Course

NUS742 BSN-PhD Research Seminar II

UAH

Hours 1

The purpose of this course is to aid BSN-PHD students in developing skills to assess scientific rigor, develop an argument, critique published research, professionally present (verbally and written) critique findings, develop a manuscript for publication, and will provide an opportunity to obtain hands on research experience. This course will further help students by providing more individualized support and structure to facilitate successful progression through the PhD program.

Prerequisite(s): Admission to the Graduate Program

UA-Huntsville Course

NUS743 BSN-PhD Research Seminar III

UAH

Hours 1

The purpose of this course is to prepare BSN-PHD students with the foundational skills of systematically appraising the literature to develop an appropriate and comprehensive significance section, analyzing health policy that directly relates to the students' research areas of interest, and evaluating research methodology and accompanying statistical analyses. These are important for successful advancement in a doctoral program. This course will further help students by providing more individualized support and structure to facilitate successful progression through the PhD program.

Prerequisite(s): Admission to the Graduate Program

UA-Huntsville Course

NUS750 Philosophy of Science

UAH

Hours 3

The purpose of this course is to explore the evolution of philosophy and science. Epistemology, knowledge generation, knowledge acquisition, and ways of knowing will be examined. Scientific inquiry will include reasoning, logic, and persuasive argument development.

Prerequisite(s): Admission to the Program

UA-Huntsville Course

NUS752 Informatics and Analytics for Nurse Scientists

Hours 3

The purpose of this course is to prepare nurse scientists to use informatics, electronic tools, and healthcare technologies for the purposes of nursing research. The course will focus on the use of informatics in the data management of individuals, groups, and organizations as the nurse scientist plans and executes a program of research.

Prerequisite(s): NUS 758 NUS 760

NUS754 Ethical Conduct and Legal Issues in Research

Hours 3

The purpose of this course is to introduce the student to doctoral scholarship in support of beginning a program of responsible conduct of research. This course explores current ethical and legal issues in the science of nursing research. The course will delve into best practices in research design with regard to ethics, authorship, data management and record keeping, intellectual property and ownership of data, and human subjects research. In addition, the course will cover conflicts of interest, mentoring, collaborations, peer review, research misconduct, and current ethical issues in research.

Prerequisite(s): Admission to the Joint Nursing Science PhD Program

NUS756 Application of Theoretical Models

UAH

Hours 3

The purpose of this course is to provide students a foundation for contributing to theory development processes, analyzing and critiquing theoretical foundations of research, and applying theoretical models to nursing research. This course addresses the relationship between theory and research and provides an understanding of the use of theoretical models and conceptual foundations to guide nursing research and practice.

Prerequisite(s): NUS 750

UA-Huntsville Course

NUS758 Quantitative Research Methods and Designs

Hours 3

The purpose of this course is to provide students with foundational knowledge related to quantitative research design and methods, and the skills to develop research proposals using these designs and methods. Students will progress from learning quantitative research approaches, to understanding the process and components of quantitative research. Students will end the course by integrating these new principles into a written, defensible, National Institutes of Health-style Research Strategy. Additional content will focus on the evolving role of nurses in quantitative research, the renewed focus on research rigor and reproducibility, and being a nurse scientist on interdisciplinary research teams. Special emphasis will be placed on clinical nursing designs including observational studies, quasi-experimental studies, and repeated-measures intervention studies.

Prerequisite(s): NUS 750

NUS760 Statistics I

UAH

Hours 3

The purpose of this course is to provide the student with the skills to conduct and interpret statistical data. Emphasis will be placed on describing types of variables, testing hypotheses, selecting appropriate parametric and nonparametric statistical tests, analyzing data, and interpreting results.

Prerequisite(s): NUS 758

UA-Huntsville Course

NUS762 Healthcare Policy for Rural and Medically Underserved Populations

Hours 3

The purpose of this course is to explore the policy environment that influences and shapes public health and health care service delivery, including rural and medically underserved communities. Students will develop skills, techniques, and approaches to identify gaps, critically analyze and research health related issues. Utilization and delivery of data to promote and impact healthcare policy changes will be an important measure of outcome. Students will develop the ability and confidence to critically assess current health policy issues in a thoughtful, comprehensive and rigorous manner and to engage in the policy process.

Prerequisite(s): Admission in the Joint Nursing Science PhD Program

NUS764 Scientific Writing

UAH

Hours 3

The purpose of this course is to develop writing skills to produce scientific writing that is clear, concise and logical. This course will also explore the publication to include abstract and manuscript development and the submission process. Additional pathways to dissemination of nursing content will be explored as well.

Prerequisite(s): Admission to the Joint Nursing Science PhD program

UA-Huntsville Course

NUS766 Epidemiology

Hours 3

The purpose of this course is to introduce epidemiological methods for measuring population health, designing and implementing observational and experimental studies, critically reading the public health literature, and applying research findings to global and community health.

Prerequisite(s): NUS 760

NUS768 Statistics II

Hours 3

The purpose of this course is to provide advanced coursework in applied statistical approaches to data management and analysis with an emphasis on multivariate statistical approaches. Students will develop improved skills in conceptualizing, executing, analyzing, and interpreting advanced analytic strategies and to enhance their ability to propose strong, tailored analytic approaches for specific study designs and research aims. Students will gain proficiency in using statistical software to enhance their knowledge of regression, ANCOVA, MANOVA/MANCOVA, discriminant analysis, exploratory and confirmatory factor analysis, structural equation modeling, multilevel modeling, and advanced categorical approaches. Emphasis will be placed on the understanding of the mathematics, logic, and application of these techniques.

Prerequisite(s): NUS 760

NUS770 Grant Writing

Hours 3

The purpose of this course is to prepare students in the foundations of writing grants for federal external funding. This course will help students identify a step-wise process to develop a grant proposal through federal funding sources. Strategies for successful grant writing include identifying funding sources for the topic, writing a competitive grant application, developing a collaborative team of researchers for the project, and understanding the review process.

Prerequisite(s): NUS 764

NUS772 Qualitative Research Methods

UAH

Hours 3

The purpose of this course is to assist the student in using selected qualitative research methods. Learning modules will explore qualitative approaches, sampling, data collection, data analysis and dissemination. The course will review and explore the use of technology to assist the qualitative researcher.

Prerequisite(s): NUS 750, NUS 756, NUS 758

UA-Huntsville Course

NUS774 Measurement in Research

Hours 3

The purpose of this course is to provide the student with the knowledge of how to best measure biological, psychological and/or sociological variables within individuals, families, and/or systems. This course includes an overview of the theories, principles and techniques that yield effective operationalization in order to obtain valid and reliable measurements.

NUS776 Advanced Research Methods

UAH

Hours 3

The purpose of this course is to assist students in developing the knowledge and skills to design a mixed methods research (MMR) study. MMR is an advanced method for collecting, analyzing, and “mixing” both quantitative and qualitative data within a single study, to understand a research problem more completely.

Prerequisite(s): NUS 752, NUS 758, NUS 760, NUS 768, NUS 772

UA-Huntsville Course

NUS780 Introduction to Omics

UAH

Hours 3

The purpose of this course is to introduce the revolution of omics and discuss the role nurse scientists can play in precision health development. Nurse scientists are in a position to provide a unique contribution to person-centered health approaches by broadening their understanding of molecular advances to improve health outcomes. A variety of different omics will be explored and the practical advantages, limitations, and challenges in individualized health promotion will be discussed.

Prerequisite(s): Admission in the Joint Nursing Science PhD program

UA-Huntsville Course

NUS781 Omics in Nursing Research

UAH

Hours 3

The purpose of this course is to provide an overview of advanced concepts of omics research by utilizing a biobehavioral systems approach in nursing science. The National Institute of Nursing Research's strategic plan for Genomic Nursing Science is used as the framework for integrating omics and nursing research. Practical application in omics theories, methodologies, technology, bioinformatics, and responsible conduct of research is discussed. Additionally, resources in building capacity for the next generation of omics scientists are reviewed.

Prerequisite(s): NUS 780

UA-Huntsville Course

NUS782 Curriculum Development and Program Evaluation for Nurse Educators

UAH

Hours 3

The purpose of this course is to examine the procedures for designing, implementing, and evaluating nursing education curriculum. The process will be examined beginning with the program mission. Educational theories, philosophy, concepts, and program evaluation will be explored. The nurse educator's role in curriculum design and program evaluation is assessed.

Prerequisite(s): Admission in the PhD program

UA-Huntsville Course

NUS783 Instructional Methods and Assessments in Nursing Education Hours 3

The purpose of this course is to discover teaching styles and implement instructional technologies to promote learning in diverse populations of students. Throughout the semester, students will explore didactic and clinical learning activities and evaluation strategies to demonstrate transfer of learning.

Prerequisite(s): NUS 782

NUS784 Applied Technology in Healthcare Research UAH

Hours 3

The purpose of this course is to apply emerging technologies within the healthcare environment. The course prepares the nurse scientist to engage with other researchers in the areas of data analytics, simulation, telehealth, robotics, and other technologies to translate science from the bench to the bedside. Translation of technology to the healthcare setting will be emphasized with the goal of improving patient outcomes.

UA-Huntsville Course

NUS785 Research and Development (R&D) of Innovative Health Care Technology UAH

Hours 3

The purpose of this course is to develop the scientific skills to move an innovation from concept to implementation following a research and development (R&D) process. The course prepares the scientist to engage with researchers inside and outside health care fields, solicit input from end-users early and often, create patentable intellectual property, and fund the development of products with federal grants or investors.

Prerequisite(s): NUS 784 or permission from professor

UA-Huntsville Course

NUS799 Dissertation Hours Hours 1-12

The purpose of this course is initiation, continuation, or completion of the dissertation for the Doctor of Philosophy (PhD) in Nursing Science degree. This course must be repeated each semester consecutively up to 24 credit hours until successful defense of the dissertation.

Prerequisite(s): Successful completion of 45 hours of NUS courses

College of Social Work Courses

SW500 Social Welfare Policy Hours 3

Overview of the evolution of social welfare policies and services, and of how social problems affect societal groups. Includes examination of the tools and approaches that social workers might use in analysis and policy formulation.

SW501 Social Welfare Advanced Policy Analysis Hours 3

The focus of this course is on social welfare policy analysis with particular emphasis on the influence of economic and political issues. This course emphasizes comparative research at both state and national levels.

Prerequisite(s): SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 (Advanced) SW 570, SW 577, SW 578, SW 579

SW502 Foundations of Social Welfare Policy Hours 3

SW 502 is the foundation course for the advanced policy analysis class and introduces the student to social welfare policies that address poverty and services to the poor and underserved. Using a social justice framework, the course includes a critical review of the history, mission, and philosophies of U.S. social welfare policy and the social work profession's efforts to alleviate poverty and services gaps. Analytical frameworks are used to assess policies and services that affect persons who are subject to discrimination, economic deprivation, and oppression based on race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability. The course emphasizes understanding and appreciation of human diversity with the goal of helping students to work competently and humbly with diverse populations.

SW503 Human Behavior in the Social Environment Hours 3

This course explores the relationship between human behavior and the social environment through a multidimensional lens. Drawing on interdisciplinary theories from psychology, sociology, and social work, students will examine how individuals and groups develop and interact across the lifespan in diverse social, cultural, and environmental contexts. Special emphasis will be placed on understanding the influence of race, ethnicity, gender, sexuality, socioeconomic status, and other intersectional identities on human behavior. Students will critically analyze the biopsychosocial, spiritual, and ecological factors that shape human experiences across the lifespan. The course provides practical frameworks for applying these concepts to social work practice, with a focus on promoting social justice, enhancing client well-being, and advocating for marginalized populations. Students will develop the ability to assess, intervene, and support individuals and communities within their social environments.

SW504 Social Work Practice with Groups Hours 3

Social Work Practice with Groups is one course in a series of practice courses offered in the professional foundation. It provides a framework for systematic study of components and issues involved in the practice of social work with groups. The course examines the processes involved in group formation as well as ongoing processes of assessment, intervention, and evaluation. The course provides experiential learning activities for students to demonstrate practice competencies with groups. This course stresses the use of critical and reflective thinking skills as a basis for competent, evidence-based, social work practice with diverse groups. It emphasizes valuing human diversity as an underlying social work value that leads to culturally competent practice with marginalized and poor/underserved populations in group contexts.

SW505 Social Work Practice with Individuals and Families

Hours 3

This course provides foundation knowledge concerning the integration of social welfare history, policy, human behavior and social work practice. Students will learn how to facilitate the helping relationship, employ intervention models, and implement ethical decision-making. The client systems of focus for this course include individuals and families. Students will demonstrate knowledge of practice orientations including systems theory, person-in-environment perspective, and the advanced generalist model. Advanced generalist practice is differentiated from generalist practice in that it includes the complexity of the problem and context of service provision, has enhanced technical abilities, and more sophisticated direct and indirect skills. Advanced generalist practice integrates greater theoretical and methodological knowledge, as well as research and evaluation sophistication at all levels of practice.

SW506 Planning and Program Development

Hours 3

Application and analysis of theory applicable to the field of planning and developing social services and programs.

Prerequisite(s): Set 1 (60hour) SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 (Advanced) SW 570, SW 577, SW 578, SW 579

SW507 Social Work Practice with Older Adults and Families

Hours 3

This course focuses on advanced social work practice with older adults and families within a life course perspective. It examines the nature of the aging process, needs and life issues that may arise, the ways in which persons adapt to changes, and the ways in which interventions may assist with these adaptations. Students learn assessment and intervention skills that are needed to work effectively with older populations and family caregivers in a variety of community-based and institutional settings. This course will increase the student's awareness of programs and services provided through the Older Americans Act, the Social Security Act, and public and community initiatives. The course emphasizes evidence-based practices that enhance quality of life, dignity, respect for differences, and maximum independent functioning. A special focus will be on the provision of culturally and gender sensitive interventions, and addressing the special needs of low-income older adults, as well as older adults who have been subjected to prejudice, discrimination, and social injustices.

SW508 Social Work Practice in Child Welfare

Hours 3

Building on foundation courses, this course addresses evidence-based and trauma-informed practice in child welfare and other family services settings. Students are urged to consider practice in child welfare-related settings from a critical lens informed by social work values, including concern for social justice, anti-racism, equity, and affirmation of the strengths of marginalized populations and communities. The course challenges students to elevate social work values and ethics when practicing in child welfare and other family services settings.

SW509 Models and Methods of Social Work Practice with Children and Adolescents in Mental Health

Hours 3

Building on foundation practice courses, this course emphasizes evidence-based practice models and methods of intervention for effective social work practice with children, adolescents, and their families experiencing mental health problems. Content focuses on trauma-informed practice elements and evidence-based interventions. Topics include common mental health problems of children and adolescents, such as neurodevelopmental disorder, externalizing disorders, mood disorders, substance use disorders and eating disorders.

SW510 Human Behav Social Envir I

Hours 3

Critical concepts, theories, and research related to human bio-psycho-social development across the life span; human development and behavior in the environmental contexts of family, groups, organizations, and communities; and the impact of human diversity on human development and behavior. This course is part of a two course sequence and focuses on earlier stages of human development from conception through adolescence.

SW511 Human Behav Social Envir II

Hours 2

This course introduces students to an overarching conceptual framework and selected theories for understanding human behavior across the life course. This course is part of a two-course sequence and focuses on the later stages of human development from young adulthood to advanced old age.

Prerequisite(s): SW 510

SW512 Advanced Generalist Practice I: Components of Social Work Practice

Hours 3

This course approaches social work practice from an advanced generalist perspective using the planned change process with individuals, families, groups, organizations and communities. Utilizing an ecological and human rights perspective for social work practice, students will strengthen their knowledge and skills in the areas of engaging clients and developing relationships, collecting and assessing data, defining problems, using appropriate practice research knowledge, creating goals, planning and contracting, identifying alternative interventions, selecting and implementing appropriate courses of action, using empirical measurement to monitor and evaluate outcomes, and concluding interventions. The course helps students understand the sociocultural context surrounding practice recognizing diversity and intersectionality. The students will also explore the inclusion of social work values and ethics in practice.

SW513 Social Work Practice in Health Care

Hours 3

This course prepares students for advanced social work practice in health care settings. Using the Life Course Perspective, health and health care issues relevant to health care social work are addressed.

Prerequisite(s): Set 1 (60 hour) SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 (Advanced) SW 570, SW 577, SW 578, SW 579

SW514 Chem Depend Knowledge Interven

Hours 3

This survey course introduces students to major theories of substance use, information concerning the physiological and psychological consequences of this use, and information concerning the effects of this use on families and communities. Selected state, international, and federal policies regarding the control of drugs are reviewed. The course includes an overview of several models of prevention and intervention, with specific attention being paid to their application to special populations such as the homeless, clients from different cultures, and clients of different sexual orientations.

Prerequisite(s): Set 1 (60 hour) SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 (Advanced) SW 570, SW 577, SW 578, SW 579

SW515 Psychopathology

Hours 3

Presents diagnostic criteria used in recognition and treatment of mental disorders, and theory and research on the etiology of these disorders.

Prerequisite(s): Set 1 SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 SW 570, SW 577, SW 578, SW 579

SW516 Trauma-Informed Social Work Practice

Hours 3

This course explores trauma-informed social work practice, focusing on understanding trauma's profound impact on individuals, families, and communities. Students will examine the key principles of trauma-informed care and ways to integrate the principles into social work practice across various settings. The course emphasizes the importance of assessing and intervening with clients affected by trauma, recognizing the significance of resilience, healing, and post-traumatic growth. The course will analyze the personal and systemic repercussions of trauma, including its effects across the lifespan. In addition, the course explores the psychological impact of working with trauma survivors on social workers themselves, including the risk of vicarious trauma and burnout. The course examines practical strategies for self-care and maintaining professional well-being.

SW517 Social Work Practice in Health Care

Hours 3

This course is designed to explore aspects of social work practice in healthcare settings with a biopsychosocial and family-centered perspective. The foundation of the course is social work values and ethical decision-making process as illuminated in the NASW Code of Ethics. This course introduces students to psychosocial issues related to health care provision, understanding the determinants of health behavior, theories of health behavior, working on interdisciplinary teams, and recognizing cultural biases in medicine and how they affect social work practice. Additional practice issues to be explored include: the subjective experience and reactions to living with illness, change and adaptation, grief and loss, trauma and its connection to pain and chronic conditions, values and ethical dilemmas, economic justice and access issues in health care, disenfranchised populations and cultural humility and awareness.

SW518 Public Health Social Work

Hours 3

Healthy, vibrant communities provide a multitude of social and economic advantages for individuals and families to live, work, and play. Healthy communities support community members in holistic ways that ensure the success of current and future generations. Social workers play an important role in supporting the health and well-being of communities by examining public health practices through a social work lens and in collaboration with community members. Social workers are uniquely prepared to address the social, racial, economic, and environmental justice concerns of a community related to public health and well-being.

SW519 Community-Based Policy Advocacy

Hours 3

This course is designed to help students understand the empowering process that strengthens intra-group and inter-group solidarity as it challenges and attempts to change oppressive structures, systems, and institutions. It will emphasize grassroots efforts to build capacity to engage in the change process. This course will examine nontraditional ways that groups can advocate for themselves while building and strengthening communities.

SW520 Legislative and Policy Advocacy

Hours 3

This course is designed to equip students with the comprehensive macro knowledge and skills needed to engage in effective legislative and policy advocacy within the field of social work. Students will explore the legislative and policy-making processes in the context of government and non-government organizations, learn to analyze and influence social policies, and engage in advocacy activities that address the needs and rights of marginalized populations. Students will also learn how to develop macro interventions for systems-level change. Students will develop the tools necessary to advocate for social change and support the development of equitable and just policies.

SW521 Juvenile & Criminal Justice Policy: Implications for Social Work Practice

Hours 3

This course will deepen student understanding and expertise regarding U.S.' juvenile legal system policies and the application of social work practice. The curriculum will cover the historical origins and evolution of the U.S.' juvenile legal system and key initiatives. It will examine current stated rehabilitation approaches, comparing and contrasting articulated ideals with enacted correctional approaches. This course will examine community-based versus incarceration approaches within the overarching philosophical context of restorative justice. Students will be equipped with a detailed understanding of juvenile-focused criminogenic theories, along with the development of evidence-based and generalist social work skills and practices tailored specifically for juvenile legal system populations. Emphasis will be placed on the diverse roles held by social workers in juvenile justice settings, diversion, and reentry programs, and the domain of juvenile victim-offender mediation programs. Students will also examine the special needs of key justice-involved populations in the juvenile legal system (i.e., those with mental health, substance abuse, and developmental needs, and youth who crossover between dependency and delinquency systems). Finally, this course will also examine the overrepresentation of Black, Indigenous, and Youth of Color (BIYOC) in the U.S.' juvenile legal system and interrogate the disproportionate impact across ecological levels (micro to macro) of racialized systemic policies on minority youth and their families. Particular attention will also be paid to LGBTQ2+ populations involvement in the U.S.' juvenile legal system and the need for queer-centric juvenile legal system and social work intervention approaches. The examination of social work's practice response to both disproportionately impacted populations will include a study of macro-level socio-economic contributors such as poverty and underperforming educational systems.

SW522 Nonprofit Planning, Program Development, and Grant Writing

Hours 3

This course helps students develop essential knowledge and skills for effective nonprofit planning, program development, and grant writing. Students will explore methods for designing, implementing, and evaluating programs that align with the mission, vision, and strategic plans of nonprofit organizations. The course also emphasizes assessing community and organizational needs, creating organizational plans, developing sustainable programs, and defining measurable outcomes. The course also assesses the historical and current social, political, and economic factors that influence nonprofit planning and program development. Key components of grant writing are covered, including identifying funding sources, crafting compelling proposals, and overseeing grant-funded projects.

SW523 Family Preservation

Hours 3

Overview of family preservation theory and practice. Students demonstrate skills with high risk children and families in their home setting.

Prerequisite(s): Set 1 (60 hour) SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 (Advanced Standing) SW 570, SW 577, SW 578, SW 579

SW524 Community Organizing and Planning

Hours 3

This course will provide an overview and introduction to the fundamentals of various community organizing and planning strategies that focus on achieving sustainable change. This will include a review of the role of social movements (criminal justice, affordable housing, environmental justice, and the rights of BIPOC, women, immigrants, LGBTQ+, youth, and other marginalized groups) in advancing community level change. Special attention will be given to systemic barriers for marginalized populations and the intricate nature of building rapport with disenfranchised groups. The course explores interdisciplinary theories relating to processes of social change, representation, and power. Additionally, it reviews the histories of social work and community-based organizations that influenced policies at national, state, and local levels.

SW525 Evaluation Research

Hours 3

Students learn to design a practice or program evaluation project, demonstrating the link between designing and conducting research and the practice of social work.

Prerequisite(s): Set 1 (60 hour) SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 (Advanced) SW 570, SW 577, SW 578, SW 579

SW527 Advanced Clinical Social Work Practice

Hours 3

This course provides students with opportunities to increase clinical competency by demonstrating knowledge and application of social work clinical skills with children, youth, adults, and their families. Course content connects the application of selected theoretical frameworks and models of practice, assessment strategies and techniques, the formulation of treatment plans, practice interventions, and practice evaluation methods. The course emphasizes clinical practice with marginalized populations, providing students with opportunities to identify how advocacy can help alleviate client conditions, and/or improve practice outcomes.

SW528 Spirituality In Social Work Practice

Hours 3

Provides an overview of major issues relevant to spiritually sensitive social work practice with emphasis on the role of spirituality in interventions.

Prerequisite(s): Set 1 (60 Hour) SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 (Advanced) SW 570, SW 577, SW 578, SW 579

SW529 Advanced Clinical Social Work Practice

Hours 3

The course provides advanced level information about the application of selected theoretical frameworks and models of practice, assessment strategies and techniques, the formulation of treatment plans, practice interventions, and practice evaluation.

Prerequisite(s): Set 1 (60 Hour) SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 (Advanced) SW 570, SW 577, SW 578, SW 579

SW530 Advanced Generalist Practice II: Psychopathology and Differential Diagnosis

Hours 3

This course presents information concerning DSM criteria used in assessing mental disorders from infancy through older adulthood. It also provides information about the prevalence and etiology of psychiatric disorders. The course uses a case-based approach to cover facets of the assessment and diagnostic process, clinical interview, mental status exam, and differential diagnosis. The impact of mental disorders on clients, their families and communities is discussed. The course also provides students tools by which they learn to recognize the risk of error within the assessment process and learn to recognize the potential for bias that can result when assessment tools are inaccurately applied across cultural, ethnic, racial, and other groups.

Prerequisite(s): (SW 576, SW 503, SW 504, SW 505, SW 592, SW 538, SW 502, SW 543, SW 571, SW 593, and SW 539) or (SW 571, SW 576, SW 502, and SW 512)

SW531 Advanced Generalist Practice III: Mental Health Intervention Across the Lifespan

Hours 3

Building on the foundation practice courses, this case-based course emphasizes evidence supported practice models and methods of intervention for effective social work practice with individuals across the lifespan experiencing mental health problems. There is an emphasis on cognitive behavioral therapy, motivational interviewing, crisis intervention /psychological first aid, and behavioral therapies. Content focuses on promoting positive mental health; preventing mental illness; identifying appropriate mental health interventions; and rehabilitation services. Emphasis is on helping people who are experiencing mental health concerns function optimally in the least restrictive environment. A major focus is on tailoring the treatment plan to fit the client by considering factors such as culture, gender, income, trauma, support networks, experiences of social and economic injustice, sexual orientation, spirituality, and client preference. Treatment plans are developed based on presenting problems. The primary focus of the course is on treating mental health disorders.

Prerequisite(s): (SW 576, SW 503, SW 504, SW 505, SW 592, SW 538, SW 502, SW 543, SW 571, SW 593, and SW 539) or (SW 571, SW 576, SW 502, and SW 512)

SW532 SW Pract w/Adults Mental Hlth

Hours 3

This course emphasizes evidence-based practice models and methods of intervention for effective social work practice with adults experiencing mental health problems.

Prerequisite(s): SW 590 or (SW 570 and SW 577 and SW 578 and SW 579)

SW533 Mod/Meth Gerontologl SW Pract

Hours 3

Focuses on evidence-based practice models and methods of social work intervention with older persons and their families.

Prerequisite(s): SW 590 or (SW 570 and SW 577 and SW 578 and SW 579)

SW534 Integrative Seminar I-A

Hours 1

The first of two integrative seminars designed to prepare students for generalist social work practice. This seminar provides students structured learning opportunities that emphasize the integration of knowledge acquired in foundation courses; expand knowledge beyond the scope of their practicum setting; and examine the values and ethics of social work practice. The seminar also serves as an additional opportunity to examine evidence-based models of social work practice and selected social work practice theories and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation, and oppression, including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. This course will focus on the Life Course Perspective when dealing with clients.

Prerequisite(s): SW 511 and SW 540

Prerequisite(s) with concurrency: SW 590

SW535 Integrative Seminar I-B

Hours 1

The second of two integrative seminars designed to prepare students for generalist social work practice. This seminar provides students structured learning opportunities that emphasize the integration of knowledge acquired in foundation courses; expand knowledge beyond the scope of their practicum setting; and examine the values and ethics of social work practice. The seminar also serves as an additional opportunity to examine evidence-based models of social work practice and selected social work practice theories and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation, and oppression, including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. This course will focus on the Life Course Perspective when dealing with clients.

Prerequisite(s): (A co-requisite with SW 591)

SW536 Social Service Program and Agency Administration

Hours 3

Students learn selected theoretical frameworks and apply the knowledge and skills for administration of social service programs and agencies.

Prerequisite(s): Set 1 (60 Hour) SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 (Advanced) SW 570, SW 577, SW 578, SW 579

SW537 Forensic Social Work

Hours 3

This course is designed to provide students with the knowledge and critical thinking skills necessary for specialized practice in the area of forensic social work.

Prerequisite(s): Set 1 (60 Hour) SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 (Advanced) SW 570, SW 577, SW 578, SW 579

SW538 Integrative Seminar I

Hours 1

The first of two integrative seminars designed to prepare students for generalist social work practice. This seminar provides students structured learning opportunities that emphasize the integration of knowledge acquired in foundation courses; expand knowledge beyond the scope of their practicum setting; and examine the values and ethics of social work practice. The seminar also serves as an additional opportunity to examine evidence-based models of social work practice and selected social work practice theories and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation, and oppression, including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. This course will focus on the Life Course Perspective when dealing with clients.

SW539 Integrative Seminar II

Hours 1

The second of two integrative seminars designed to prepare students for generalist social work practice. This seminar provides students structured learning opportunities that emphasize the integration of knowledge acquired in foundation courses; expand knowledge beyond the scope of their practicum setting; and examine the values and ethics of social work practice. The seminar also serves as an additional opportunity to examine evidence-based models of social work practice and selected social work practice theories and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation, and oppression, including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. This course will focus on the Life Course Perspective when dealing with clients.

Prerequisite(s): SW 538

SW540 SW Practice with Individ & Famly

Hours 3

Theory and practice of social work with individuals and families are explored.

Prerequisite(s) with concurrency: SW 510

SW541 Social Work Practice with Groups

Hours 3

The course provides a framework for systematic study of components and issues involved in the practice of social work with groups.

Prerequisite(s): SW 500, SW 510, SW 540, SW 534, SW 590

Prerequisite(s) with concurrency: SW 542 and SW 570 and SW 591 and SW 535

SW542 Social Work Practice with Communities and Organizations

Hours 3

Exploration of theories of social work practice for intervention at the community level, including selected macro-models of practice, and community practice within human-service organizations.

Prerequisite(s): SW 511 and SW 540

SW543 Social Work Practice with Communities & Organizations

Hours 3

This course is designed to introduce students to macro social work practice change agents in the legislative, community, and organizational arenas. This course is one of three required social work practice courses offered in the professional foundation year. The course uses social and behavioral knowledge and social work intervention models and applies analytical framework for assessing project, program, organizational, and policy effectiveness. The course emphasizes understanding and appreciation of human diversity as underlying social work values in policy formulation and principles of social and economic justice; therefore, leading to best practices with the poor and underserved, marginalized populations in community settings. Students will develop their skills in engaging diverse population groups, identification of need, and designing strategies for change.

SW544 Substance Use and Social Work Practice

Hours 3

This course provides a comprehensive examination of social work practice with individuals, families, and communities affected by substance use. Using a biopsychosocial framework, students will explore the multifaceted relationships between substance use, systemic inequities, and trauma. Through this lens, the course will address critical social issues, such as the impact of systemic racism, gender disparities, and socioeconomic challenges on substance use and its treatment. Students will develop competencies in evidence-based interventions, including Motivational Interviewing and relapse prevention strategies, while analyzing the ethical responsibilities of social workers in advocating for marginalized populations. The course also explores policy analysis, harm reduction, and the design of integrated substance use treatment programs that balance abstinence and harm reduction goals and treat co-occurring mental health disorders. Practical skills for clinical supervision, assessment, and intervention will be emphasized.

SW545 Nonprofit Program and Agency Administration

Hours 3

This course examines the fundamental principles and practices of nonprofit program and agency administration within social work practice. This course identifies the foundational knowledge and skills essential to managing and leading nonprofit organizations, with a focus on organizational structure, leadership, human resources, and financial management. The course emphasizes strategic and operational planning, budgeting, ethical accountability, cultivating an inclusive organizational culture, and addressing systemic inequities. Students will explore methods for managing organizations and navigating evolving social, economic, and political contexts. Through this course, students will develop the competencies needed to effectively lead nonprofit programs and agencies with integrity, cultural humility, and a commitment to social justice.

SW549 Crisis Intervention

Hours 3

Focuses on treatment theories and models of intervention that provide a focused approach to the client in crisis.

Prerequisite(s): Set 1 (60 hour) SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -Or- SW 570, SW 577, SW 578, SW 579

SW553 Independent Study

SP

Hours 1-6

Independent learning experience, under faculty direction, with a contract for an outcome such as a publishable research document.

Prerequisite(s): SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570, SW 577, SW 578, SW 579

Special Topics Course

SW557 Selected Topics in Social Work Practice

SP

Hours 1-6

Intensive study of an area of or specific approach to social work practice. Topics vary from semester to semester. May be repeated.

Special Topics Course

SW559 Pediatric Pulmonary Health Care

Hours 3

Introduces social work students to pediatric pulmonary diseases and to research literature in this area of health care. Offered according to demand.

SW564 SW Prac Child Adol Ment Hlth

Hours 3

This course emphasizes evidence-based practice models and methods of intervention for effective social work practice with children, adolescents, and their families experiencing mental health problems.

Prerequisite(s): SW 590 or (SW 570 and SW 577 and SW 578 and SW 579)

SW565 SW Prac Child Welfare Fam Serv

Hours 3

This course emphasizes evidence-based practice models of intervention for effective social work practice in child welfare and family services settings.

Prerequisite(s): SW 590 or (SW 570 and SW 577 and SW 578 and SW 579)

SW570 Research-Informed Practice

Hours 3

This is the first course in a two-course sequence that is designed to enable students to engage in research-informed practice. The MSW themes of evidence-based practice and critical thinking are emphasized in this course. Graduate standing with admission to the MSW Program. With special permission of the Program Chair, graduate students outside the School of Social Work may take this course.

Prerequisite(s): SW 510 OR

Prerequisite(s) with concurrency: SW 578

SW571 Social Work Research

Hours 3

This course is designed to develop applied research skills for social work practice and evaluation. Students will learn how to integrate research and evaluation concepts in practical, social work settings to address the needs of individuals, families, groups, communities, and organizations. This course teaches students how to apply research and evaluation concepts in their social work practice (or across behavioral health and community-based settings). Students will engage in research activities through hands-on, experiential learning opportunities.

SW574 Integrative Seminar II (Two-Year, Traditional)

Hours 1

The first of two integrative seminars designed to prepare students for the second year of their Advanced Generalist social work practice. This seminar provides students structured learning opportunities that emphasize the integration of knowledge acquired in their second-year courses; expand knowledge beyond the scope of their practicum setting; and examine the values and ethics of social work practice. The seminar also serves as an additional opportunity to examine evidence-based models of social work practice and selected social work practice theories and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation, and oppression, including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. This course will focus on the Life Course Perspective when dealing with clients.

Prerequisite(s): (SW 576, SW 503, SW 504, SW 505, SW 592, SW 538, SW 502, SW 543, SW 571, SW 593, and SW 539)

SW575 Integrative Seminar II (Two-Year, Traditional)

Hours 1

The second of two integrative seminars designed to prepare students for the second year of their Advanced Generalist social work practice. This seminar provides students structured learning opportunities that emphasize the integration of knowledge acquired in their second-year courses; expand knowledge beyond the scope of their practicum setting; and examine the values and ethics of social work practice. The seminar also serves as an additional opportunity to examine evidence-based models of social work practice and selected social work practice theories and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation, and oppression, including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. This course will focus on the Life Course Perspective when dealing with clients.

Prerequisite(s): (SW 576, SW 503, SW 504, SW 505, SW 592, SW 538, SW 502, SW 543, SW 571, SW 593, SW 597, SW 574, and SW 539)

SW576 Diversity, Oppression & Anti-Racism

Hours 3

This course examines issues related to the lived experiences of people based on age, culture, race, ethnicity, gender/gender identity/gender expression, sexual orientation, socioeconomic status/class, ability, religion/spirituality, and national origin. Students will examine, discuss, and critique social, environmental, and economic justice content pertinent to the social work profession.

SW577 Human Development and Social Systems

Hours 3

Provides students with instruction in the major psychological and sociological theories of human behavior that support and enhance social work practice.

SW578 Social Welfare Policy and Delivery Systems

Hours 3

Prepares advanced standing students for second-year policy and policy-related courses.

SW579 Social Work Practice

Hours 3

Designed to provide a foundation for social work practice with individuals, families, groups, and communities, in preparation for second-year practice courses.

SW580 Advanced Policy Analysis

Hours 3

The focus of this course is on social welfare policy analysis, with emphasis on the influences of economic and political issues. The course emphasizes comparative research at both the state and national levels. Students are provided an opportunity to complete a critical review of a contemporary social welfare policy, or a policy proposal that includes a comparative dimension using one of the analytic frameworks employed in the SW500 Social Policy course. Students are taught how to use the best available evidence to assess policies and their impact on persons who are subject to discrimination, economic deprivation, and oppression based on race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability. The course emphasizes an understanding and appreciation of human diversity will assist students in learning to practice competently with diverse populations.

Prerequisite(s): (SW 576, SW 503, SW 504, SW 505, SW 592, SW 538, SW 502, SW 543, SW 571, SW 593, and SW 539) or (SW 571, SW 576, SW 502, and SW 512)

SW582 Integrative Seminar II (Advanced Standing)

Hours 1

The Advanced Standing integrative seminar designed to prepare students for Advanced Generalist social work practice. This seminar provides students structured learning opportunities that emphasize the integration of knowledge acquired in their Advanced Standing courses; expand knowledge beyond the scope of their practicum setting; and examine the values and ethics of social work practice. The seminar also serves as an additional opportunity to examine evidence-based models of social work practice and selected social work practice theories and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation, and oppression, including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. This course will focus on the Life Course Perspective when dealing with clients.

Prerequisite(s): (SW 571, SW 576, SW 502, and SW 512)

SW583 Field Education IIA – 8 hours (Advanced Standing)

Hours 8

This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice at an advanced generalist level.

Prerequisite(s): (SW 571, SW 576, SW 502, and SW 512)

SW584 Social Work Leadership and Management

Hours 3

This course introduces students to leadership and management theories, along with evidence-based models, to strengthen social work practice in health and human service organizations, as well as non-traditional social work settings. This course will help students to foster self-awareness and enhance leadership and management skills with a focus on effective social change. Students will analyze the impact of systemic inequities on service delivery, workforce development, and community engagement, and the responsibilities of management. Students will explore strategies to foster inclusive environments, promote cultural humility, and advocate for social justice in leadership roles. Students will also assess their own leadership strengths and explore evidence-based management strategies to effectively address organizational challenges and opportunities. Students will also develop their own personal philosophy and approach to management and leadership.

Prerequisite(s): (SW 576, SW 503, SW 504, SW 505, SW 592, SW 538, SW 502, SW 543, SW 571, SW 593, and SW 539) or (SW 571, SW 576, SW 502, and SW 512)

SW585 Geriatric Care Management

Hours 3

The primary purpose of this course is to provide social workers interested in geriatric care management with the skills and knowledge needed to help prepare and empower family members in meeting the long term care needs of older adults and people with disabilities. The instructor for this course will offer evidenced-based information about how to conduct a care giving assessment and intervention with special attention to the complexities of the current long term care industry in the U.S. and to the many resources available to help care givers at the local and national level. This course provides specialized, yet practical, information designed to help families successfully meet the challenges of filial responsibility and other forms of care giving associated with disability. The specific tasks of care giving are organized into four categories: medical; legal-insurance-financial; family-social; and spiritual-emotional. Each task reflects a real life challenge that potentially comprises an important aspect of a care recipient's long term care plan. The model of care giving used in this course underscores the importance of timely professional consultation and the supreme value of proactive preparation that values and honors the preferences of aging parents and family members with disabilities.

Prerequisite(s): Set 1 (60 Hour) SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 (Advanced) SW 570, SW 577, SW 578, SW 579

SW586 International Social Work

Hours 3

This course is designed for students who have interest in international social work. The purpose of this class is to expose the students to the wide range of international social work issues, the contemporary debates on those issues, and the people involved in those debates. In this class the students will gain a deeper understanding of social work challenges and opportunities in other countries, as well as cross-national issues affecting the United States. The areas of concentration will include governmental and non-governmental development agencies, the role of social work in international development, human rights, refugees and immigrants, child protection and rights, global health and mental health, issues affecting women, human trafficking, and environmental justice.

Prerequisite(s): MSW concentration-year standing (completion of SW 590 or SW 576, SW 570, SW 577, SW 579, SW 500, SW 510, SW 540, SW 541, SW 542, SW 511, and SW 534) or permission of MSW program chair and instructor.

SW587 Geriatric Care Management

Hours 3

The primary purpose of this course is to provide social workers interested in geriatric care management with the skills and knowledge needed to help prepare and empower family members in meeting the long-term care needs of older adults and people with varying abilities. Students will be introduced to evidenced-based practice models on how to conduct a comprehensive geriatric assessment and intervention. Special attention will be given to the complexities of the current long-term care industry in the US and the resources available to help caregivers at the local, state, and national levels. Finally, this course provides specialized, yet practical information, designed to help individuals successfully navigate systems impacting older adults and to meet the challenges of caregiving.

SW588 Social Work Practice in End-of-Life Care

Hours 3

This course provides students with an understanding of the practical, psychological, social and spiritual aspects of the experiences of individuals who are seriously ill and those of their families and social work practice in the field of palliative social work. Students will obtain foundation knowledge of the field of palliative end-of-life care including policies, and medical, ethical, and legal aspects of providing care to individuals near the end of life and their families. Additionally, students will gain advanced social work practice knowledge of the field and skills in assessment and evidence-based intervention techniques that can be utilized with individuals, families, friends, and health care professionals as they grieve losses due to death. A special focus will be offered on the provision of culturally and gender-sensitive interventions and addressing the unique needs of those who have been subjected to prejudice, discrimination, and social injustices. Students will also be introduced to ethical debates regarding treatment decisions, autonomy, social justice, and other issues that affect quality of life at the end of life; including equitable access to adequate palliative care for all who need it. Students will also gain an understanding of the global scope of issues in the field.

SW589 Social Work Practice in End-of-Life and Palliative Care

Hours 3

This course provides students with an understanding of the practical and emotional aspects of providing social work services to people who are dying and their families.

Prerequisite(s): Admission in the MSW Program or permission from the MSW Program Director and instructor.

SW590 Field Education I-A

Hours 1-9

The first of two foundational practica designed to prepare students for generalist social work practice. Building on a liberal arts background, Field Education IA offers students supervised opportunities to apply knowledge, skills, and values learned in foundation social work practice, social welfare policy, human behavior in the social environment, and social work research classes. Students will have an opportunity to work in agencies that provide services to diverse populations using individual, family, group, and community interventions.

Prerequisite(s) with concurrency: SW 511 and SW 540

SW591 Field Education I-B

Hours 1-9

The second of two foundational practica designed to prepare students for generalist social work practice. Building on a liberal arts background, Field Education IB offers students supervised opportunities to apply knowledge, skills, and values learned in foundation social work practice, social welfare policy, human behavior in the social environment, and social work research classes. Students will have an opportunity to work in agencies that provide services to diverse populations using individual, family, group, and community interventions.

Prerequisite(s): SW 534, SW 590 (co-requisite with SW 535)

SW592 Field Education IA (Two-Year, Traditional)

Hours 2

The first of two foundational practica designed to prepare students for generalist social work practice. Building on a liberal arts background, Field Education IA offers students supervised opportunities to apply knowledge, skills, and values learned in foundation social work practice, social welfare policy, human behavior in the social environment, and social work research classes. Students will have an opportunity to work in agencies that provide services to diverse populations using individual, family, group, and community interventions.

SW593 Field Education IB (Two-Year, Traditional)

Hours 5

The second of two foundational practica designed to prepare students for generalist social work practice. Building on a liberal arts background, Field Education IB offers students supervised opportunities to apply knowledge, skills, and values learned in foundation social work practice, social welfare policy, human behavior in the social environment, and social work research classes. Students will have an opportunity to work in agencies that provide services to diverse populations using individual, family, group, and community interventions.

Prerequisite(s): SW 592

SW595 Field Education II-A

Hours 1-9

The first of two concentration practica designed to prepare students for advanced practice. This specialization course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice.

Prerequisite(s): Set 1 (60 hour) SW 500, and SW 511, and SW 510, and SW 534, and SW 535, and SW 570, and SW 540, and SW 541, and SW 542 and SW 590, and SW 591 -OR- Set 2 (Advanced) SW 570, and SW 577, and SW 578, and SW 579

Prerequisite(s) with concurrency: SW 532 and SW 533; or SW 564 and SW 565

SW596 Field Education II-B

Hours 1-9

The second of two concentration practica designed to prepare students for advanced practice. This specialization course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice.

Prerequisite(s): Set 1 (SW 532 AND SW 533) OR (SW 564 AND SW 565) and SW 500 and SW 510 and SW 540 and SW 541 and SW 570 and SW 542 and SW 511 and SW 534 and SW 535 and SW 590 and SW 591 OR Set 2 (Advanced) (SW 532 and SW 533) OR (SW 564 and SW 565) and SW 570 and SW 577 and SW 578 and SW 579

Prerequisite(s) with concurrency: SW 501 and SW 525

SW597 Field Education IIA – (Two-Year, Traditional)

Hours 2

The first of two practica designed to prepare students for advanced practice. This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice at an advanced generalist level.

Prerequisite(s): (SW 576, SW 503, SW 504, SW 505, SW 592, SW 538, SW 502, SW 543, SW 571, SW 593, and SW 539)

SW598 Field Education IIA – (Two-Year, Traditional)

Hours 5

The second of two practica designed to prepare students for advanced practice. This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice at an advanced generalist level.

Prerequisite(s): (SW 576, SW 503, SW 504, SW 505, SW 592, SW 538, SW 502, SW 543, SW 571, SW 593, SW 597, SW 574, and SW 539)

SW600 Social Welfare Policy

Hours 3

The purpose of this course is to address the relevance of social welfare policy to social work research. The seminar will examine the history of U.S. social welfare policy as well as current research on social welfare policy and its implementation. The social work profession's role in social welfare policy will be examined. The course will encourage students to consider U.S. social welfare policy in a global context and from a critical lens that examines the role of social welfare policy in maintaining forms of oppression.

Prerequisite(s): Admission to the Ph.D. program or consent of the instructor.

SW601 Seminar in PhD Social Work Education

Hours 1

The purpose of this seminar is to provide students with an introduction to the PhD program, the School of Social Work, and the University of Alabama. It supports the process of student acculturation to PhD education in the School of Social Work and familiarizes students with members of the faculty and expectations for PhD level study.

Prerequisite(s): Admission to the social work PhD Program.

SW605 Social Work Education

Hours 4

This course focuses on the history of social work education, the current structure of social work education, pedagogical theories appropriate for social work, and other contemporary issues that are important to social work educators. Students will develop and refine skills essential as social work educators, including designing curricula, developing syllabi, facilitating classroom and field learning, and evaluating the outcomes of educational programs. The course will also examine social justice, anti-racism, and anti-oppressive values in social work education.

Prerequisite(s): SW 601

SW620 Social Work Research: Scientific Process and Methods

Hours 3

The purpose of this course is to provide an overview of the social science research processes, methods and the language/terminology commonly used in social work research. This course will familiarize students with the nature and processes of developing feasible, researchable research questions, theoretical and conceptual frameworks that support the questions, and how properly conducted research contributes to knowledge building in social work.

Prerequisite(s): Admission to the PhD program or consent of the instructor.

SW622 Observation & Measurement

Hours 3

This course focuses on the theoretical foundations of observation and measurement in social research and on practical skills required for measuring social phenomena. Students will develop knowledge and skills for measuring social, psychological, environmental, and other factors related to social work research questions. The course will also enhance students' ability to assess the psychometric properties of standardized measures used in research and design reliable and valid instruments when standardized measures are not available.

Prerequisite(s): Completion of SW 620 and SW 625 or permission of the instructor.

SW623 Qualitative Research

Hours 3

The purpose of this course is to introduce students to the logic, design, and techniques of qualitative methods. The course provides an overview of commonly used qualitative approaches/traditions/methods. The course also engages students in the study of key concepts in qualitative research, focusing on applications for social work practice research and evaluation. Students will learn about types of qualitative data and data collection; with introduction to the basics of qualitative data analysis.

Prerequisite(s): SW 620 and SW 640 or permission of instructor.

SW624 Qualitative Data Analysis

Hours 3

This course provides an opportunity for students to focus on developing skills and practicing techniques related to qualitative data analysis. Methods of coding, processes of data analysis, including simple and more in-depth description, will be covered. The course will emphasize analytic strategies useful in various types of qualitative research approaches and various methods of qualitative data collection. Data management, data display, and writing of qualitative data analysis results, along with dissemination strategies will be included.

Prerequisite(s): Completion of SW 620, SW 625, SW 623, SW 626 or permission of the instructor.

SW625 Quantitative Research

Hours 3

This course continues the introduction to quantitative research methods begun in SW 620. Its purpose is to provide students with the knowledge and skills necessary to design and carry out quantitative research appropriate and adequate for answering social work research questions. The course focuses on considering components of quantitative research designs, developing a design, drawing a sample, developing data collection and analysis procedures, writing the results, and selecting and implementing procedures for disseminating results and conclusions.

This course builds on knowledge gained in SW 640 Historical and Philosophical Foundations of Social Work Research, SW 641 Application of Theory in the Development of Social Work Knowledge, and SW 620 Social Work Research: Scientific Process and Methods.

Prerequisite(s): SW 620

SW626 Mixed Methods Research

Hours 3

The purpose of this course is to provide in-depth study of mixed methods research to graduate students who are already familiar with quantitative and qualitative research. An introductory phase of the course consists of defining mixed methods research and describing the history and foundations of this form of research. The course then examines different types of mixed methods designs and the research process as it relates to each of these designs.

Prerequisite(s): Completion of SW 620, SW 625 and SW 623, or permission of the instructor.

SW627 Systematic Review

Hours 3

This course introduces students to the history, purpose and process of systematic review of research. The course provides an overview of commonly used types of systematic review. Students will develop skills for the identification of research questions, analysis and synthesis of published research. Essential skills students will master include the use of electronic databases and other strategies for locating relevant research, the ability to appraise the quality of evidence, and strategies for summarizing and synthesizing existing research in order to support assertions about the state of research on specific topics of concern for social work practitioners, researchers and policy-makers.

Prerequisite(s): SW 620, SW 625, SW 623, SW 640, SW 641 or permission of the instructor

SW628 Research Practicum: Adding to the Research Knowledge Base

Hours 3

The course builds on previous theory, research methods, and data analysis courses by focusing on the end of the research process: translating research findings into meaningful implications for social work practice, policy and education. Students will gain knowledge and skills in the avenues through which research findings can be disseminated with the professional/academic and lay community.

Prerequisite(s): SW 620, SW 625, SW 623, SW 626 and completion of statistics requirement, or consent of instructor.

SW629 Sp Top SW Research

SP

Hours 3

The purpose of this course is to introduce students to an advanced quantitative or qualitative method, or mixed-methods approach, or technique. The course focuses on knowledge-building applications of the method, approach, or technique. Examples of possible topics include survey research, ethnography, program evaluation, research interviewing.

Prerequisite(s): Completion of SW 620, SW 625, SW 623, or permission of the instructor.

Special Topics Course

SW631 Community-Engaged Research

Hours 3

This course provides an overview of community-engaged research methodologies, including the key historical underpinnings and principles. Students will be exposed to the methodological considerations in building community partnerships; community assessment; issue analysis; research planning; data gathering; and data sharing. The course will also focus on essential strategies in building community relationships with attention to cultural competence and humility, work with diverse populations, promoting ethical values in community-engaged research.

Prerequisite(s): Completion of SW 620, SW 625, SW 623, or permission of the instructor.

SW640 Historical and Philosophical Foundations of Social Work Research

Hours 3

The course exposes students to various philosophical systems of thought underpinning social work research. An additional purpose of this course is to help students move through the process of articulating their own values and philosophical beliefs in support of the development of their future as researchers. The course examines the historical forces affecting research within the discipline of social work.

Prerequisite(s): Admission to the PhD Program or consent of the instructor.

SW641 Application of Theory in the Development of Social Work Knowledge

Hours 3

This course provides the basic knowledge and skills to prepare students to understand the relative place and contribution of theory and theoretical conceptualization to the development of knowledge for social work and social welfare. Students will evaluate the compatibility of theories used in social work with social work values and ethics, including anti-racism, social justice, and anti-oppression. Students will also gain understanding of how to develop a theoretical/conceptual model that will form the foundation of research design.

Prerequisite(s): SW 620 and SW 640 or instructor permission.

SW648 Sp Top Sel Prof Issues
SP

Hours 3

This course provides an opportunity for in-depth analysis of the state of knowledge as it applies to a special topic of importance to social work. The specific substantive topics will vary from semester to semester.

Prerequisite(s): SW 620, SW 623 or permission of the instructor.

Special Topics Course

SW660 Independent Study
SP

Hours 1-9

This independent study course is designed to allow students to pursue independent exploration of a particular field or topical area, under the guidance of a faculty member. Material covered will be of an advanced nature aimed at providing students with an understanding of current developments within the field. Discussion and advisor guidance will be focused on readings and methodologies that allow students to develop their research capacity, independent thought, and the ability to interpret professional and/or research materials in their field.

Prerequisite(s): Permission of Instructor and Approval of PhD Program Director

Special Topics Course

SW697 Post-MSW Practice Experience

Hours 1-9

This course provides students in the social work Ph.D. program who hold an MSW the opportunity to obtain practice experience in an educationally and MSW-supervised environment. Students will work up to 20 hours per week in agencies with UA SSW field-office-approved social work supervision. (If students are seeking licensure in addition to post-MSW practice experience, students should be sure to attain appropriate supervision.).

Prerequisite(s): Holding an MSW degree. Completion of at least the first year of doctoral program coursework (22 PhD program credits).

SW698 Non-Dissertn Research

Hours 1-9

This independent study course is designed to allow students to pursue independent exploration of a particular field or topical area, under the guidance of a faculty member. Material covered will be of an advanced nature aimed at providing students with an understanding of current developments within the field. Discussion and advisor guidance will be focused on readings and methodologies that allow students to develop their research capacity, independent thought, and the ability to interpret professional and/or research materials in their field.

Prerequisite(s): Enrollment in the PhD Program and permission of instructor.

SW699 Dissertation Research

Hours 1-15

This independent research course partially fulfills required doctoral level research dissertation hours toward the Ph.D. in social work. The course is conducted under the guidance of the dissertation advisor. After completing requirements for admission to candidacy, the student registers for this course each semester until all dissertation requirements have been approved. Students will work with their advisors to form individualized goals and plans for each semester. The ultimate aim is to produce an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

Prerequisite(s): PhD Candidacy

SW700 Advanced Theories on Oppression and Disparities

Hours 3

This course will provide an in-depth exploration of ideological, institutional, interpersonal and internal contexts of oppression, discrimination, and disparities at the macro, mezzo, and micro levels. Students will learn a number of theoretical frameworks related to privilege and oppression, including critical race theory, feminist theory, Marxism, queer theory, and health behavior theories. Students will also learn approaches to assessing institutions and policies using these theories as an analytical lens and will also learn techniques for developing new policies, programs, and interventions using these theories to promote social justice in health and human service delivery for populations that are diverse in race, ethnicity, gender, sexual orientation, and other characteristics.

Prerequisite(s): Formal acceptance into the DSW program.

SW701 Research for Clinical and Community Practice I

Hours 3

This doctoral-level course introduces students to the principles, methods, and analytical techniques associated with qualitative, quantitative, and mixed methods social work research. The course allows for the development of critical thinking skills by gaining an understanding of scientific, analytical, and ethical approaches utilized when conducting research for clinical and community social work practice. Students' mastery of course content prepares them to develop, use, and effectively communicate empirically-based social work research knowledge.

SW702 Research for Clinical and Community Practice II

Hours 3

This course builds upon the basic principles and methodologies of social work research learned in the introductory research course and prepares students to: (1) systematically evaluate a body of research related to a specific social work topic; and (2) to conceptualize how existing research findings should be used to inform social work practice in clinical and organizational settings. Students will learn how to critique methodologies used in qualitative and quantitative social work research, with an emphasis on assessing how methodological approaches may affect the quality of research findings and how methodologies promote or constrain ethical principles in research. Students will also learn how to interpret findings from existing studies. The goal of this course is not to prepare students for future careers in research, but to provide them with advanced knowledge and skills needed to appropriately incorporate evidence into practice and to evaluate interventions in practice-based settings.

Prerequisite(s): SW 701

SW703 Neuroscience in Clinical Practice

Hours 3

This course provides students with a basic understanding of the dynamic and inextricable interaction of the brain, mind, and body with the environment. Students will also learn about the implications of this interaction on health, development, and learning. To advance clinical practice, the course will also focus on the role that neuropsychology in the treatment of clinical disorders across the lifespan.

Prerequisite(s): Formal acceptance into the DSW program.

SW704 Organizational Leadership Theory and Practice

Hours 3

This doctoral seminar explores fundamental aspects of organizations and organization theory, as they pertain to the non-profit and public sectors. Students will gain an in-depth knowledge on leadership and organizational theories while also developing a skillset for applying innovative leadership techniques within real-world settings. The course will also provide a foundation for students to gain several competencies in human service management, including: Executive Leadership, Resource Management, Strategic Management, and Community Collaboration. Students will learn how perspectives of organizations and leadership have evolved throughout history as well as the current social, political, cultural, and economic contexts within which non-profit and public sector organizations operate. Ethical, practical, and legal considerations of providing health and human services will be examined. Throughout the semester, students will explore their own approaches and application of leadership theory and skills at the personal, group, organizational, and community levels.

Prerequisite(s): Formal acceptance into the DSW program.

SW705 Advanced Advocacy and Policy Practice

Hours 3

Globalization, social media, and changes in social and political landscapes have all shaped how people approach advocacy strategies. This course will present historical theoretical foundations and current critical issues related to client, community, and policy advocacy, as well as the importance of thorough evaluations of policy in order to develop effective advocacy strategies. In addition to exploring advanced approaches to policy advocacy with public policymakers, the course will also present strategies used of developing social movements and methods for developing advocacy leadership within organizational settings. The course will examine and evaluate historical and current practices in advocacy for social justice, as well as contemporary social movements. The course will also examine and apply theoretical frameworks for communicating about policy advocacy with a variety of stakeholders.

Prerequisite(s): Formal acceptance into the DSW program.

SW706 Teaching Social Work Practice

Hours 3

This course is designed to prepare students for the role of social work educator in social work education programs. Students will develop essential concepts and strategies related to curriculum design, course delivery and evaluation. This course provides a theoretical background to enable the student to better understand the teaching task in social work education and issues in the broader context of higher education including issues of equality, sustainability and students' rights, as well as laws, policies and regulations governing universities and professional social work education.

Prerequisite(s): Formal acceptance into the DSW program.

SW720 Clinical Supervision and Ethics

Hours 3

This course will present models of effective clinical social work supervision that are reflective of the policies of multiple professional and accrediting bodies, including: the Association of Social Work Boards, the National Association of Social Workers, and the Alabama State Board of Social Work Examiners. Further, this course will provide detailed analysis of the NASW Code of Ethics (2017 revision), including case examples. Students will examine specific ethical issues related to clinical supervision and will consider myriad solutions to ethical dilemmas from the perspectives of different ethical theories (in particular, deontological ethics, utilitarianism, and virtue ethics). Students will consider ethical issues in light of the current political climate and with respect to disparate personal ethical and moral positions that may be held by supervisors, supervisees, and clients.

Prerequisite(s): SW 700 and SW 701

SW721 Cognitive Behavioral Therapy

Hours 3

This course focuses on the empirically validated treatment approach, Cognitive Behavioral Therapy (CBT) and related therapeutic techniques, such as motivational interviewing (MI) and Dialectic Behavioral Therapy (DBT). It covers the theory, concepts, and advanced techniques of therapy with a particular emphasis on intervention methods that may be used by social workers to assist clients with specific problems or conditions. Students will also learn therapeutic techniques that may be used in specific social work settings (domestic violence, parenting, medical social work, etc.) as well as with clients across the lifespan. The course content reflects advanced material of current relevance for effective clinical social work practice.

Prerequisite(s): SW 700 and SW 701

SW722 Assessment and Diagnosis in Evidence-Based Clinical Practice

Hours 3

This course will provide students with the practical contexts of mental health disorders, the development of mental health classification systems, and advanced assessment/diagnostic techniques. Students will learn about evidence-based practice (EBP) as applied to: (a) complex clinical diagnoses; (b) utility and consequences of diagnoses, especially in regards to diverse and oppressed populations; and (c) differential diagnosis. The course will emphasize ecobiopsychosocial and person-in-environment perspectives in identifying and evaluating diagnostic and assessment tools. The course will provide historical and critical overviews of mental disorders and the development of classification systems, such as the DSM-5 and ICD-10. Students will learn how to apply and tailor multiple assessment and diagnostic methods across diverse populations and client systems. Students will learn to evaluate and apply research to support diagnostic and assessment practices.

Prerequisite(s): SW 703

SW723 Complementary & Alternative Therapies

Hours 3

This course is designed to introduce students to the philosophies, practitioners, techniques, uses, current paradigm and evidence of efficacy in the complementary and alternative therapies currently being used in the United States. Evidence to guide practice will derive from a variety of sources including case studies, clinical trials, observational studies and meta-analyses. The use of different types of evidence to demonstrate efficacy versus effectiveness will be distinguished and examined. A comparison of the relative strengths and weaknesses of the various forms of data will also be incorporated. A large growing percentage of Americans use complementary and alternative therapies for prevention purposes, as a supplement to conventional care or as the primary source of mental health wellness. How complementary & alternative therapies can be integrated into conventional care plans requires an ability to understand and communicate their efficacy and effectiveness with other health care providers and consumers. New and emerging approaches to generate evidence that these therapies may enhance consumers' health, functioning, safety and optimize a health care plan will be explored in depth.

Prerequisite(s): Formal acceptance into the DSW program.

SW724 Social Work and Emotional Trauma

Hours 3

This course builds upon prior course content provided through the core curriculum and prepares advanced-practiced social workers to work with clients who have experienced emotional trauma. Beginning with the necessity for self-care for those working with people who have experienced trauma, it covers the physiological underpinnings of how trauma affects people, and provides basic information about working with clients across the life-span. The course addresses the various contexts of practice, including micro-, mezzo-, and macro practice contexts, with a sensitivity to ethical issues and issues of diversity and difference.

Prerequisite(s): Formal acceptance into the DSW program.

SW730 Leadership and Organizational Change

Hours 3

In order to deliver relevant social services efficiently and effectively, social work administrators need knowledge about leadership and management of non-profit organizations. Leaders create a vision for their organization, establish a constructive climate, and overcome obstacles. Grounded in leadership theory, this course will provide opportunity for personal reflection, organizational examination, and opportunity for suggested change. Ways to deliver services mindful of ethical dilemmas, diversity, and inclusion will be highlighted.

Prerequisite(s): SW 700 and SW 701

SW731 Leadership in Human Service Development

Hours 3

This course will build on content from the core coursework in the DSW curriculum to present more advanced concepts and skills in designing, implementing, and evaluating new human service programs. Students will learn: (a) executive management skills related to environmental and organizational assessments needed in the design and development stage of human services; (b) resource management skills for developing and managing human services; (c) strategic management skills for successful implementation of services; and (d) community collaboration skills needed to transform and advance human service delivery. Students will hone their written and interpersonal communication skills for human service management. Students will also build upon their foundational knowledge about research methodologies to develop human service evaluations that are relevant to the management process and rigorous.

Prerequisite(s): SW 700 and SW 701

SW732 Ethics in Community and Organizational Leadership

Hours 3

This course will provide an in-depth exploration of ethical codes and principles established by the NASW, International Federation of Social Work (IFSW), and other theoretical frameworks as they relate to ethical concerns of social workers in the role of community and organizational leaders. Students will develop an advanced understanding on how current social, political, cultural, and other contexts influence ethical issues in health and human services, as well as how understandings of ethics have changed over time. There will be specific emphasis on The NASW Code of Ethics sets forth values, principles and standards to which social workers and social work students should aspire and their actions judged. Students will learn how ethics guides the decision-making and conduct of social workers in leadership roles regardless of the workplace, employees, clientele, or communities where their organizations operate. Throughout the semester, students will discuss ethical case dilemmas related to social, economic, political, cultural and professional issues faced by community and organizational leaders.

Prerequisite(s): SW 704

SW733 Human Service Finance and Budgeting

Hours 3

This is a course that provide theoretical concepts and techniques in the financial management and budgeting of public and non-profit organizations. The content will emphasize budget and finance considerations in making decisions about health and human services, as well as the common problems associated with finances in the public and nonprofit sectors. The course will include online lecture, problem-based learning exercise, and synchronous and asynchronous discussions. The goal of the course is to help practitioners become better managers and decision makers about public and nonprofit service delivery, rather than budget officers or accountants.

Prerequisite(s): Formal acceptance into the DSW program.

SW734 Human Resource Management in the Healthcare, Public, and Nonprofit Sectors

Hours 3

This course will present current best practices of effective human resource (HR) management in the healthcare, public (government), and nonprofit social sector settings, with emphasis on those models that are endorsed by the Society of Human Resource Management, Society for Social Work Leadership in Health Care, and the National Council of Nonprofits; further, this course will provide frameworks for ethical HR policy development and implementation within healthcare, public, and nonprofit settings that are in accordance with applicable federal employment laws and guidelines. Students will learn the major legal requirements of HR in the designated settings. Topics include employee selection, employee training and development, employee performance evaluation and management, compensation models, diversity, employee well-being, and collective bargaining.

Prerequisite(s): Formal acceptance into the DSW program.

SW750 Introduction to Capstone Project

Hours 1

This course represents the first of two courses that will prepare you for completing the Doctor of Social Work Capstone Project. In this course, you will gain knowledge and skills in developing a practice change project and evaluation proposal. Specifically, you will learn: (a) the common content and organization of grant and research proposals; (b) how to identify peer-review scholarship, grey literature, and human service data needed to develop a strong project or research proposal; skills in proposal writing; and skills in program and project planning. By the end of this course, you will have developed a roadmap, plan, and timeline for developing the proposal for the Capstone Project, which will be completed in the second course, SW751: Capstone Prep Independent Study Proposal.

Prerequisite(s): SW 701

SW751 Capstone Preparation Independent Study Proposal SP

Hours 2-3

This independent practice doctorate course provides students with guided instruction and mentoring from their faculty advisor as they complete their Comprehensive Paper and receive approval to move forward with their Capstone Project. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest developments in the field, as well as the most recent research related to their Capstone Project topic. Discussion and advisor guidance will be focused on the following, as appropriate for the student's project: (a) readings of research articles, (b) additional skill development and knowledge related to social work practice, and (c) development of research/evaluation methodology. Students who are not prepared to move forward with their Capstone Project at the end of the semester will have to repeat this course until their Comprehensive Paper is approved.

Prerequisite(s): SW 750 and SW 702

Special Topics Course

SW760 Independent Study in Organizational Leadership or Advanced Clinical Practice

Hours 1-3

This independent study offers DSW students the opportunity to engage in a focused exploration of a specialized topic within [Organizational Leadership or Advanced Clinical Practice]. The selected topic should align with the student's research interests, academic goals, and career path. It is intended for students seeking to deepen their area of expertise to make a meaningful contribution to their professional practice field of study. The independent study provides students the flexibility to explore innovative ideas and develop professional competencies essential for leadership in the practice arena of their choice, e.g., academia, community-based organizations, private practice or policy development.

Prerequisite(s): Admission to the DSW Program and approval of Independent Study Request Form by course instructor

SW799 Capstone Project

Hours 1-9

This independent practice doctorate project course partially fulfills the required doctoral-level Capstone Project hours toward the Doctor of Social Work (DSW) degree. A minimum of 9 hours are required. The course is conducted under the guidance of the DSW faculty advisor. After completing requirements for admission to candidacy, the student registers for a minimum of 3 hours per semester in this course, each semester, until all Capstone Project requirements have been approved. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest developments in the field, as well as the most recent research related to their Capstone Project topic. Discussion and advisor guidance will be focused on the following, as appropriate for the student's project: (a) readings of research articles, (b) additional skill development and knowledge related to social work practice, and (c) development of research/evaluation methodology. The aim of this course is to product an original project that contributes to evidence-based social work practice.

Prerequisite(s): SW 751

Joint, Cooperative and Shared Graduate Programs

To use the educational resources of the state more effectively and to prevent excessive duplication of graduate programs, The University of Alabama, the University of Alabama at Birmingham, and the University of Alabama in Huntsville have agreed to the establishment of several joint, cooperative, and shared graduate programs. (These three terms are defined by the Alabama Commission on Higher Education). Inquiries regarding these types of programs available at The University of Alabama should be directed to specific departments and to the admissions staff of the Graduate School of The University of Alabama.

Records Maintenance and Disposition Application Materials

For many years, The University of Alabama has subscribed to the ethical principles for confidentiality of records of the American Association of Collegiate Registrars and Admissions Officers. Following passage of the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), the University established policies and procedures for implementation of that legislation. The policy statement is published online at the University Registrar's website.

All application materials and records, including academic records from other institutions, become the property of The University of Alabama and may not be returned to the applicant or forwarded to other institutions.

The admission credentials and application materials of applicants will be retained for 12 months following the requested entrance date, after which time reapplication must be made. This includes applicants who do not register for courses at the time for which they have been admitted, applicants who have been rejected, applicants who do not respond to requests for additional information, and applicants whose applications are not completed with respect to supporting credentials.

Transcripts and other Academic Records

Official transcripts are issued and sent by the Office of the University Registrar to recognized institutions and agencies that require such documents. Transcripts can be requested at the University Registrar's website. The Graduate School maintains other academic records of

graduate students during the course of their graduate study, and for a period of 5 years following the last term of enrollment.

Registration and Assistantships

General Requirements

Any graduate student using the assistance of a faculty member or any faculty of The University of Alabama in relation to a degree program must be registered in an appropriate course reflecting that activity. This includes such activities as coursework, thesis and dissertation advising and reading, comprehensive examinations, and other degree requirements. Summer registration is available and is required if the student has an August graduation date. Please see exceptions below for international students.

Prerequisites

If the student's undergraduate preparation in either the major or minor subject is considered inadequate, certain preliminary (undergraduate and/or graduate) courses will be prescribed by the department or school concerned. These courses become prerequisites, which must be taken during the first semester of enrollment, if possible. If they are undergraduate courses, they do not carry graduate credit. If they are graduate courses, they carry graduate credit but are not used toward the curricular requirements of the degree.

Plan of Study

The student's plan of study is determined in consultation with the chair of the major department, the graduate director, the advisor and/or the chairperson of the graduate committee. The Plan of Study must then be approved at the department level and by the dean of the Graduate School.

Course Loads

Full-time enrollment for graduate students involves 9–15 graduate credit hours per regular semester. Course loads above 15 hours during the regular semester require approval by the graduate school.

Students may register for a maximum of 6 semester hours in a summer term or 12 hours during an entire summer dual session. No more than 3 semester hours may be taken during the Interim session. Taking more than 12 semester hours in a summer dual term requires a petition from the department regarding the extraordinary circumstances for approval by the Graduate School.

Course loads will be monitored by the individual graduate program.

Graduate Credit

A student must be admitted to the Graduate School and must register as a graduate student in order to receive graduate credit.

Noncredit Experiences for Graduate Credit

All course credit used toward a UA graduate degree must be taught at the graduate level. No graduate credit may be earned for experiential learning not conducted under the direct supervision of graduate faculty of The University of Alabama as part of a course. UA does not offer graduate credit for noncredit workshops, seminars, continuing education experiences, professional development, internships, work/life experience, or other non-credit-bearing experiences.

Satisfactory Academic Progress Requirements of Federal Financial Aid Recipients

All students at The University of Alabama who receive federal financial aid must make satisfactory academic progress toward completion of their degrees within a reasonable period of time. Satisfactory academic progress criteria may be obtained by contacting the Office of Student Financial Aid.

Assistantships: Admission Status, Class Hours, and FTE Level

Students with Regular or Permission-to-Continue admission status may hold graduate assistantships. A minimum graduate GPA of 3.0 must be maintained while holding any assistantship, except during the first 12 graduate semester hours earned at UA. Students who have earned academic warning or are in non-degree status may not hold graduate assistantships of any kind.

Students who have not yet earned a bachelor's degree, even if they are participating programs such as the Accelerated Master's Program (AMP), are not allowed to hold graduate assistantships.

All non-native speakers of English must successfully complete the University's International Teaching Assistant Program (ITAP) before they can hold a teaching assistantship. Students with Conditional Language Admission are eligible to hold only externally funded research assistantships; they may not hold any type of teaching assistantship or internally funded assistantship until the language provision has been removed.

All students holding an assistantship must successfully pass a pre-employment background investigation prior to the first day of employment. The background check is performed by an external vendor which the University has contracted.

Students reinstated or readmitted to the Graduate School following suspension may not hold a graduate assistantship until all conditions have been met for the readmission or reinstatement.

A signed Memorandum of Appointment (MOA) must support every assistantship appointment and reappointment. Specifics regarding minimum stipend levels, the processing of tuition scholarships, and other assistantship management guidance can be found on the Graduate School's website. The MOA must include specifics regarding the duties required as part of the assistantship.

The FTE from **all** assistantships, plus any other on-campus employment, must be combined when determining FTE (Full-Time Equivalent) status.

All students on tuition-bearing assistantships must be registered for a minimum of 6 hours of academic credit (whether coursework or thesis/dissertation research hours). In addition, the combination of coursework/research credit hours and IDGR (assistantship) hours must total at least 9 hours, for students with tuition-bearing assistantships. The 599/699 reduced-enrollment options (3 hrs. or 1 hr.) are not available for students on assistantships or other graduate student employees.

Registration during the Final Semester

During their final semester, students holding assistantships may enroll in only the number of credits required to complete the degree, even if that number is less than 4.5 credit-hours. This provision is known as the "Final Semester Concession." In other words, during the final semester, students may enroll in just one hour of 599/699 and still hold a full or

half assistantship. In order to utilize this concession, the Final Semester Notification form must be attached to the student's EPA when the EPA is submitted to the Graduate School. This concession can be used only once.

Overloads Involving Assistantship FTE Plus Coursework Hours

The Graduate School does not need to approve combined FTE + academic credit hours that are within the table guidelines below.

The table below includes the Graduate Council's maximum recommended combinations of FTE plus academic credit hours.

Combined FTE of All Assistantships	Recommended Range of Graduate Course Hours the Student is Taking;
.25	9-15
.50	6-15

The Graduate School continues to urge caution when considering large course loads and will continue to monitor overloads even in cases where prior approval is not needed. The Graduate School monitors whether academic warnings and suspensions increase and, if they do, the Graduate School tracks the student's and department's overload history for signs of a correlation. It is expected that student loads will be designed carefully to provide meaningful yet not burdensome assistantship experiences, while allowing students to move efficiently through their degree programs.

For fall and spring semesters, a graduate student must be enrolled in classes to hold an assistantship. For the summer semester (which includes Interim), it is not required that a graduate student be enrolled in classes to hold an assistantship, as long as the student was enrolled in the prior Spring semester and has not graduated, or will be enrolled in the subsequent Fall semester and is not an incoming international student. (Incoming/new international graduate students whose first semester of enrollment is the summer do need to be enrolled during the summer term in order to hold an assistantship.)

Please note that full-time status here is not the same as that required for other registration and financial situations. For example, fellowships, financial aid regulations, resident visa rules, the UA System Cooperative Exchange Program, INS and IRS regulations, and other academic policies use different status definitions with regard to full-time. For more information, please refer to the department(s) administering these other programs.

IDGR (Assistantship) Hours

To clarify the assignment of IDGR Hours:

- A full-time assistantship (0.5 FTE, or 20 hours/week) carries 6 IDGR hours.
- A half-time assistantship (0.25 FTE, or 10 hours/week) carries 3 IDGR hours.
- Other IDGR hours are calculated proportionally

IDGR hours should be assigned in the following categories:

- IDGR 601- Graduate Teaching Assistantship (not instructor of record)
- IDGR 602- Graduate Teaching Grader Assistantship (instructor of record who assigns grades)
- IDGR 603- Graduate Research Assistantship
- IDGR 604- Graduate Administrative Assistant (other)

Part-Time Temporary Instructors

A graduate student employed as a part-time temporary instructor (PTTI) to teach a credit-bearing course is distinct in several ways from a graduate student on an assistantship. All PTTIs must meet the UA requirement of having at least 18 graduate semester hours in the discipline in which they are teaching. PTTIs do not receive tuition waivers, are taxed at the PTTI rate, and must comply with Personnel Policies for Student Employees of The University of Alabama. These policies may be obtained by contacting the Human Resources Service Center.

Graduate Students on Fellowship Funding

Graduate students supported by Graduate Council Fellowships, McNair Fellowships, other Graduate School fellowship funding, or externally funded fellowships must maintain full-time enrollment (at least 9 academic credit hours). The fellowship is awarded based on enrollment in a specific program. A program change will result in a loss of the fellowship.

Students with regular or permission-to-continue admission status may hold graduate fellowships. A minimum graduate GPA of 3.0 must be maintained while holding any fellowship. Students who have earned academic warning or are in a non-degree status may not hold graduate fellowships.

Students who have not yet earned a bachelor's degree, even if they are participating in programs such as the Accelerated Master's program (AMP), are not allowed to hold graduate fellowships.

Students reinstated or readmitted to the Graduate School following suspension may not hold a graduate fellowship until all conditions have been met for the readmission or reinstatement.

A student who is holding a fellowship may not additionally hold an assistantship except through permission of the Dean of the Graduate School.

A signed letter of offer must support every fellowship appointment.

Graduate Student employees not on Assistantships

Graduate students who are receiving UA paychecks but do not have tuition-bearing assistantships (e.g. hourly student workers) must register for at least 4.5 academic credit hours.

All graduate student employees must successfully pass a pre-employment background investigation prior to the first day of employment. The background check is performed by an external vendor with which the University has contracted.

During their final semester, student employees may enroll in only the number of credits required to complete the degree, even if that number is less than 4.5 credit-hours. In other words, during the final semester, they may enroll in just one hour of 599/699 and still hold a student position. In order to utilize this concession, the Final Semester Notification form must be attached to the student's EPA when the EPA is submitted to the Graduate School. A student may only use this concession once.

For the summer semester (which includes the interim), it is not required that a graduate student employee be enrolled in classes to hold a campus job, as long as the student was enrolled in the prior Spring semester and has not graduated, or will be enrolled in the subsequent Fall semester and is not an incoming international student. (Incoming/new international graduate students whose first semester of enrollment is the

summer do need to be enrolled during the summer term in order to hold a paid position on campus.)

International students who do not have assistantships must be registered for at least 9 hours during the fall and spring semesters, in order to be non-assistantship (hourly) graduate student employees.

Additional minimum-registration policies that should be considered are minimum enrollment for federal financial aid eligibility, for student health insurance, for access to campus facilities (e.g. Student Recreation Center), for some aspects of international student visa status, or related to other particular situations.

Taking Graduate Classes Prior to Completion of a Bachelor's Degree

Bachelor's-seeking students who are not enrolled in an Accelerated Master's Program may petition to take graduate classes if they have completed the equivalent of at least 90 hours of undergraduate classes with a GPA of at least 3.0 overall. Permission to take a particular course is granted based on approval by the instructor, the instructor's department chairperson or graduate program director, and the graduate dean. The student's department initiates this process using the Level Override Form located in myBama. Once approved, the student's overall course load cannot exceed 15 hours per semester when enrolled in graduate classes. No more than 9 graduate credit hours can be completed prior to earning the bachelor's degree. Graduate courses taken as part of this policy may be applied to either a future graduate degree or the undergraduate degree, but not both. Bachelor's-seeking students taking graduate-level courses are expected to meet the same academic standards as the graduate students in the course.

Withdrawals and Leaves of Absence

Leaves of Absence

Under compelling circumstances beyond the student's control, a graduate student may request that the department petition the Graduate School with the rationale for granting a leave of absence. If granted by the Graduate School, a leave of absence will cover one or more upcoming semesters rather than any prior semester(s). A leave of absence *does not* lengthen the time limit with the exception of approved military leave of absence. When a student returns from a leave of absence, the Graduate School must be notified and will work with the department and student to determine the number of semesters remaining on the time limit and the degree requirements that remain.

Continuous Doctoral Enrollment Leave

A Leave of Absence is a temporary cessation of study from UA's requirement for 699 continuous doctoral enrollment. Students do not need to request a leave of absence for Summer, as only Fall and Spring 699 continuous doctoral enrollment is required.

No formal Leave of Absence permission is required for students in the coursework phase of their degree programs. It is recommended that students confer with their advisor and/or departmental Graduate Program Director before choosing to interrupt their graduate studies. It is also recommended that students confer with any other relevant offices (e.g., Financial Aid, Health Insurance, Graduate Assistantship, Capstone International) regarding the impact of any leave on their financial, academic, work-related, immigration, and/or personal circumstances.

Exceptions to the continuous doctoral research enrollment requirement are exceedingly rare and will be considered only for approved medical

reasons, a documented disability, family caregiving, military duty, or other unusual and compelling circumstances, as outlined below. A Leave of Absence cannot be requested for reasons of financial exigency.

Students requesting a Leave of Absence from the continuous doctoral enrollment requirement should understand that:

- Since currency in the field is essential at the doctoral level, a doctoral Leave of Absence does not extend the total number of years allowed for completion of a doctoral degree.
- Students on a doctoral Leave of Absence do not have access to university resources that are limited to enrolled students, such as library resources, laboratories, or other physical or electronic types of access.
- Students on a doctoral Leave of Absence may not seek research guidance from UA faculty during the Leave of Absence. This includes the submission of manuscript drafts and substantive conversations about the doctoral research.
- Students on a doctoral Leave of Absence, should not continue to gather data, write drafts, or otherwise try to move the dissertation project toward completion, since any such work might have to be redone upon reinitiating the official advising relationship.
- Resumption of funding (e.g., a graduate assistantship) is not guaranteed once a student returns from a Leave of Absence.

Process for Requesting Different Types of Leave of Absence

A. Medical Leave of Absence

If students experience a medical emergency that requires them to suspend their doctoral research during a semester in which they are currently enrolled, they should file an application for a Medical Withdrawal. If the medical issue is not resolved by the start of the subsequent Fall/Spring semester, the student may request a Medical Leave of Absence. Medical Leave requests will be reviewed on a case-by-case basis by the Graduate School.

B. Documented Disability Leave of Absence

If students have a documented disability that requires them to suspend their doctoral research, they should contact the Office of Disability Services (ODS) to request evaluation for a Leave of Absence. Students must submit relevant documents related to their disability as requested by ODS. ODS will review the student request and make a recommendation to approve or deny. If ODS makes a recommendation to approve the request, ODS will notify the dissertation chair.

The Leave of Absence form must be initiated by the student's dissertation chair, with ODS approval attached, and signed by the departmental Graduate Program Director or department chair. Leave requests will be reviewed on a case-by-case basis by the Graduate School.

C. Family Caregiving Leave of Absence

Family caregiving is defined as either becoming a parent, or care of an immediate family member (spouse, domestic partner, child, or parent) with a serious health condition. The Leave of Absence form found in myBama must be initiated by the student's dissertation chair and signed by the departmental Graduate Program Director or department chair. Leave requests will be reviewed on a case-by-case basis by the Graduate School.

D. Military Leave of Absence

A student may request a leave of absence to fulfill a U.S. military obligation. The Leave of Absence form found in myBama must be initiated by the student's dissertation chair, with military documentation attached, and signed by the departmental Graduate Program Director or

department chair. The Graduate School follows federal policy for doctoral students seeking leave of absence for military duty. Students seeking military leave of absence should review the Higher Education Opportunity Act of 2008 (Section 484C of the HEA) and implementing regulations in 34 CFR Section 668.18. After submission of the Leave of Absence form, students seeking military leave of absence should make an appointment with the Graduate Registrar to discuss their leave of absence and plan for return to graduate studies.

Submission Deadline

A Request for Leave of Absence form must be submitted before the end of the semester to which it applies. A Leave of Absence will not be granted retroactively after the end of a semester. Students are strongly advised to submit their Request for Leave of Absence in advance since approval is not guaranteed. Students who submit a Leave of Absence form for a semester in which they are currently enrolled are subject to the tuition refund policy outlined on the Student Account Services website. If the deadline to withdraw has passed and the leave of absence is approved, a grade of "W" shall be issued.

Requesting Additional Leave of Absence

A request for Leave of Absence for Medical, Disability, or Family Caregiving reasons is approved for one semester. To request an additional semester of leave, a student must follow all steps outlined above. Military Leave of Absence is granted for the full service period indicated on provided military documents.

Returning from a Leave of Absence

When a student returns from a Leave of Absence, the student will notify their dissertation advisor and Graduate Program Director. In turn, the Graduate Program Director will notify the Graduate School Registrar so matriculation can be reactivated.

A student returning from a Leave of Absence must enroll for the Fall or Spring semester immediately following the leave. Following an approved Leave of Absence, a student who does not request a new leave or register for the subsequent Fall or Spring term by the Add Course deadline will be considered to have withdrawn and will be considered inactive at the end of the term that follows the leave. If a student fails to register for three years, the student will need to reapply to the program, and previous coursework may be out of date.

Retroactive Enrollment and Tuition Charges

Students should be aware that, due to the Continuous Dissertation Enrollment requirement outlined in the Graduate Catalog, students who fail to enroll in (Fall/Spring) dissertation hours each semester, and who do not have an approved Leave of Absence as outlined above, will be required to retroactively enroll in the required dissertation hours, and pay any resulting tuition charge, before they can present their dissertation for defense and/or receive their degrees. Leaves of Absence cannot be requested retroactively.

Reactivation/Readmission

Students in 'Inactive' status from failure to register for one or multiple semesters, may be eligible for reactivation but must first contact the Graduate School. However, If a student fails to register for three consecutive years, the student must reapply for admission. If readmission is granted, previous credit earned may be out of date and therefore not applicable toward a degree. Please see the "Time Limits" section for each degree under Degree Requirements in this catalog.

Withdrawal from a Course

A graduate student who desires to withdraw from a course may do so, with the approval of the student's advisor or department head, during the period allowed for dropping a class. It is the student's responsibility to review the UA Academic Calendar for the specific date by which one may drop a course.

No notation of courses attempted will be made on the permanent record of a student who withdraws from the university by the last day to add classes in a particular semester. After that, the withdrawal from a course will be noted on the student's permanent record. It is the student's responsibility to consult the Academic Calendar for the specific date by which one may withdraw without receiving a grade notation. From the end of that period until the end of the tenth week of a regular semester or the equivalent in a five-week summer session or three-week Interim session, a student may withdraw from a course, and a grade of "W" will be assigned. Graduate students are not permitted to drop a course after the tenth week.

In extraordinary circumstances beyond the student's control, a student may petition the department chair to drop a course after the tenth week of class. If the department chair agrees that there are extraordinary circumstances and supports the petition, it is forwarded to the college dean. If the college dean supports the petition, it is sent to the Graduate School for approval. After the tenth week, the student's academic status at the time of the withdrawal will be noted on the record ("W" for courses passing, "F" for courses failing).

Withdrawal from a course may affect several elements linked to registration and class loads, including (but not limited to) graduate fellowships, assistantships, tuition awards, financial aid, withholding taxes, etc. Before dropping a course, the student should contact all aspects of enrollment that may be affected.

Withdrawal from All Courses (Withdrawal from the Semester)

A graduate student may withdraw from all courses in the semester, either for non-medical or medical reasons, as long as this is done prior to the last day of classes. The first thing a student considering withdrawal should do is to consult with his or her academic advisor.

It is the student's responsibility to initiate a withdrawal through myBama and provide the information necessary to complete the withdrawal process. Academic Bankruptcy (described in the Undergraduate Catalog) is not available to graduate students.

Please visit this page for more information about the financial effects of withdrawing, including information on how federal financial aid, loans, and scholarships may be affected.

Medical Withdrawal and Return to Campus Policy

The Medical Withdrawal and Return to Campus policy of The University of Alabama establishes procedures to follow when a student suffers from a physical, emotional, or psychological condition that significantly impairs the student's ability to function successfully or safely as a student. The policy is primarily administered by the University's Student Health Center (SHC) according to the procedures described below.

Eligibility

Medical Withdrawals are voluntary. Eligibility for Medical Withdrawal is limited to students who have not taken a final exam or otherwise completed coursework for a final grade. The SHC shall request documentation from the dean of the division in which the student is enrolled to verify that the student either took no final exam(s) or otherwise completed coursework for a final grade for the semester/term in question; in addition, students are expected to affirm these conditions at the time of the request. Falsely attesting to the eligibility on the *Student Request for Medical Withdrawal* form is a violation of the Code of Student Conduct and may result in the revocation of a Medical Withdrawal and/or referral to the Office of Student Conduct.

Academic Impact

Medical Withdrawal, when approved, withdraws a student from all courses for a given semester/term. Students are not allowed to medically withdraw from individual courses. The only exception to this policy occurs when parts of a term within a semester have unique start and end dates. For example, the summer semester at UA includes separate parts (Interim, Summer I, Summer II, etc.). It would be possible, if approved, for a student to complete coursework in Summer I and to medically withdraw from Summer II. In this example, the student would not be medically withdrawn from the entire summer semester, but rather only from all courses for Summer II.

Procedures

After appropriate SHC personnel have deemed a Medical Withdrawal request eligible for consideration, a designated SHC physician handles all Medical Withdrawal decisions on behalf of the University. The designated SHC physician, on behalf of the University and, where appropriate, in consultation with relevant University personnel, will conduct an individualized assessment of the student's situation before deciding to approve or deny the request and determining the effective date of the withdrawal. The effective date will be determined based on the circumstances associated with the student's participation at UA and the medically related documentation. The designated physician's decisions regarding Medical Withdrawal are final with no appeal rights. If approved, the SHC will notify the student and the Office of the University Registrar. Upon notification by the SHC, the University Registrar shall process the withdrawal and notify the student. If the request is denied, the SHC shall notify the student.

Medical Withdrawal Documentation

1. A student **must** fully and accurately complete the *Student Request for Medical Withdrawal* form (available at www.shc.ua.edu) and send the completed form by fax (205-348-7174), email (medwithdrawal@ua.edu), or, if there is time, by mail to The Student Health Center, Medical Withdrawal, 750 Peter Bryce Boulevard, Tuscaloosa, AL 35401.
2. A student **must** have a licensed medical provider (physician, nurse practitioner, or mental health professional) submit a completed *Licensed Provider Recommendation for Medical Withdrawal* form (available at www.shc.ua.edu) by fax (205-348-7174), email (medwithdrawal@ua.edu), or, if there is time, by mail to The Student Health Center, Medical Withdrawal, 750 Peter Bryce Boulevard, Tuscaloosa, AL 35401. The licensed medical provider shall be the one who is currently treating the student for the condition(s) prompting the withdrawal request and is responsible for obtaining permission from the student to provide the documentation and to discuss the medical conditions, if needed, with the appropriate University personnel. If the University, in its sole

discretion, determines that an extraordinary or emergency situation exists, alternative documentation may be requested and considered.

3. A student **may** also attach to the student request form any further supportive documentation from faculty teaching the student's currently enrolled courses, or if to support a retroactive withdrawal, from faculty who taught the student for the semester/term for which the withdrawal is requested.

4. In the event that the student's medical condition so incapacitates the student that the student cannot act on his or her own behalf, the student's parent or legal guardian should contact the Student Health Center at 205-348-7164 for further guidance.

Types of Medical Withdrawals

1. Regular Medical Withdrawal, within the current semester/term. A timely regular Medical Withdrawal request must be made before the close of business on the last day of classes of the semester in question. A timely withdrawal for the current semester requires a *Student Request for Medical Withdrawal* form submitted by the student and the *Licensed Provider Recommendation for Medical Withdrawal* form submitted by a licensed practitioner (forms available at www.shc.ua.edu). The student is encouraged to begin the medical withdrawal request process as soon as it becomes evident that a physical, emotional, or psychological condition significantly impairs the ability to function successfully or safely as a student. The designated SHC physician shall determine the effective date for the medical withdrawal based on the circumstances associated with the student's participation at UA and medically related documentation. An approved Regular Medical Withdrawal requires the submission of the *Licensed Provider Return to Campus (Medical Clearance)* form as described below in the section Return to the University Following Medical Withdrawal as well as its approval by the SHC-designated physician.

2. Retroactive Medical Withdrawal. A timely withdrawal for a previous semester must be made within sixty (60) calendar days of the last day of classes for the semester/term for which the withdrawal is requested. The student must submit the *Student Request for Medical Withdrawal* form and the *Licensed Provider Recommendation for Medical Withdrawal* form (forms available at www.shc.ua.edu). For all approved Retroactive Medical Withdrawals, the effective date shall be the last day of classes for the semester/term in question. Also, if a student is seeking a retroactive medical withdrawal and is currently enrolled or intending to be enrolled or registered for an upcoming semester or term, then the student must also submit with the *Licensed Provider Recommendation for Medical Withdrawal* form a *Licensed Provider Return to Campus (Medical Clearance)* form. Failure to submit the *Return to Campus* form at the same time as the request for retroactive withdrawal will prevent the student's request for retroactive medical withdrawal from being considered. Further, if such a student's medical withdrawal is granted, but the submitted return to campus materials are insufficient to allow a return, the student will have the option to (1) retract the request for a retroactive Medical Withdrawal and remain registered/enrolled or (2) take a Medical Withdrawal for the previous and current semester or term in which they are enrolled. If the student selects the latter option, the student will still have to submit and have approved additional *Return to Campus* paperwork before being eligible to seek re-enrollment.

Medical Withdrawal Requests submitted outside of the semester in question, and beyond the required sixty (60) day deadline, must have clear, convincing, and extraordinary circumstances in order for the request to be considered.

Extensive documentation (such as extended hospitalization and rehabilitation progression not met, etc.) must be submitted to the SHC

and must be related to the reasons for the medical withdrawal and to the circumstances that prevented a timely request.

Handling of a Medical Withdrawal

Once a Medical Withdrawal has been approved, the withdrawal will proceed under these guidelines:

1. The Office of the University Registrar assigns a grade of "W" on the official transcript for effective dates that fall after the add/drop period for the semester.
2. All grades from the transcript, for the term in question, are completely removed when the Medical Withdrawal effective date falls within the add/drop period for the semester.
3. The impact of an approved non-medical semester withdrawal (administrative withdrawal) for the same semester is addressed in the following way:
 1. If an approved non-medical withdrawal from an academic division predates the approved Medical Withdrawal effective date, the earlier date will be applied by the Office of the University Registrar.
 2. If the approved Medical Withdrawal effective date pre-dates an approved non-medical withdrawal, again, the earlier date will be applied by the Office of the University Registrar.

Return to the University Following Medical Withdrawal

When the Medical Withdrawal is approved, an SHC representative shall place a medical clearance hold on the student's record. A medical clearance hold will remain in place until the appropriate medical documentation is received and a designated SHC physician approves release of the hold. If the hold is not removed by approximately one week prior to the start of classes for the term in question, all of the student's classes will be dropped for that term, regardless of whether or not an appeal is in process.

A student seeking to return following a Medical Withdrawal must provide appropriate medical documentation from a licensed physician, nurse practitioner, or mental health professional who is knowledgeable of the student's full health history and has treated the student since the effective date of Medical Withdrawal. This medical documentation must indicate that it is appropriate and safe for the student to resume classes at the beginning of a specified semester/term. A completed *Licensed Provider Recommendation for Return to Campus (Medical Clearance)* form (available at www.shc.ua.edu) must be submitted to the Student Health Center, by fax (205-348-7174), email (medwithdrawal@ua.edu) (medwithdraw@ua.edu), or, if time allows, by mail to Student Health Center, Medical Withdrawal, 750 Peter Bryce Boulevard, Tuscaloosa, AL 35401.

Upon receipt of the required *Licensed Provider Recommendation for Return to Campus (Medical Clearance)* form and other appropriate medical documentation, a designated SHC physician, on behalf of the University and, where appropriate, in consultation with relevant University personnel, will conduct an individualized assessment of the returning student's situation. The assessment will include reviewing materials submitted by the student or on the student's behalf. During the process of reviewing a student's request to return, if at the discretion of the SHC physician, a determination is made that the information provided by a treatment provider or student is incomplete, requires further explanation or clarification, or when there is a discrepancy between the medical information provided and other available information relating to the student, the student may be required to provide additional documentation

and/or grant permission to the SHC to obtain further information about the student's current condition. In extraordinary circumstances (e.g., concern exists about the medical provider's credentials/assessment, etc.), the student may be asked to undergo, at their expense, additional evaluation or assessment to assist with the determination about readiness to return. All steps that the SHC may initiate as part of its individualized assessment are aimed at ensuring the student is ready to resume studies and be a successful member of the campus community.

Every effort will be made to respond to a student's request for return within fourteen (14) calendar days of receipt of all requested or required materials. A longer response time may be caused by the inability to reach a student's treatment provider, clinic closure during University holiday periods, or other extenuating circumstances.

If the decision is made to grant the student's request to return and lift the medical clearance hold, relevant University personnel may contact the student to discuss or review a plan for sustained health. Recommendations for return shall, if applicable, include, but will not be limited to, ongoing treatment, accommodations, or other resources to help the student succeed.

If, at the discretion of the SHC physician, it is determined that the hold should remain in place because a student is not yet ready to return, the student will be advised in writing by letter or via email to their University account. A student may appeal that decision by submitting an appeal letter in writing to the SHC by email (medwithdrawal@ua.edu) or fax (205-348-7174) within fourteen (14) calendar days of receiving the SHC physician's decision. A designated Appeal Team, which will consist of the executive director of the SHC, the director of Student Care & Well-Being, and a designee of the provost, shall review the matter and make a final determination as to the student's ability to return. Once the Appeal Team's determination has been made, that decision is final and no further appeals are permitted.

A student registered for a future term and seeking a medical withdrawal will have a medical clearance hold placed on the student's record, which will temporarily preserve the enrollment for that future term assuming all financial obligations are met. The student will have until one week prior to the start of the future term to have completed the protocol listed above and *have the hold removed*. The medical clearance form should be submitted one month prior to the first day of classes for the semester the student wishes to attend. The process normally takes about 14 working days, depending on the need for additional communication with the licensed provider.

If the medical clearance hold is lifted, the returning student may have additional holds on their record (e.g., conduct hold, financial hold, academic hold, etc.) that will need to be resolved through other areas of the University before the student may return. Additionally, to return, the student must meet any applicable admission and enrollment requirements of the University and of the school or college in which they wish to be enrolled.

Financial Impact of Medical Withdrawals

The purpose of this policy is to provide academic relief to the student, not financial relief. Please refer to Student Account Services policy for the financial impact of withdrawals at different stages in the semester (<https://studentaccounts.ua.edu/financial-implications-of-withdrawal-impact-on-institutional-costs-and-charges/>). Financial questions may also be directed to Student Account Services, 205-348-5350.

Other Options For Students When Medical Withdrawal is Not Appropriate

When Medical Withdrawal is not appropriate, the student is directed to his or her dean's office student services area for other potential options.

Questions

Please call 205-348-7164 for clarification or more information.

Administration

The Honorable Kay Ivey

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- Ex Officio President of the Board of Trustees

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Academic Divisions of the University

College of Arts and Sciences (1910)

- Joseph P. Messina, Dean

Culverhouse College of Business (1919)

- Kay M. Palan, Dean

College of Communication and Information Sciences (1973)

- Brian S. Butler, Dean

College of Community Health Sciences (1971)

- Richard Friend, Dean

College of Education (1909)

- Joyce Alexander, Dean

College of Engineering (1909)

- Clifford L. Henderson, Dean

Graduate School (1924)

- Susan Carvalho, Dean

Honors College (2003)

- Tiffany Sippial, Dean

College of Human Environmental Sciences (1931)

- Stuart Usdan, Dean

School of Law (1872)

- William S. Brewbaker III, Dean

Capstone College of Nursing (1976)

- Julie Sanford, Dean

School of Social Work (1965)

- Schnavia Smith Hatcher, Dean

General Information

Mission, Vision and Strategic Goals of the University

UA Mission Statement

Our Mission

To advance the intellectual and social condition of the people of the state, the nation, and the world through the creation, translation, and dissemination of knowledge with an emphasis on quality programs of teaching, research, and service.

Our Vision

The University of Alabama will be the university of choice for the best and brightest students in Alabama and a university of choice for all students who seek exceptional educational opportunities. The University of Alabama will be a student-centered research university and an academic community united in its commitment to enhancing the quality of life, not only for all Alabamians, but for citizens of the nation and world.

Our Strategic Goals

- Advance the University's academic, research, scholarship, and service priorities, consistent with a top tier university, and continue to promote growth and national prominence in these areas.
- Enhance the teaching, research, and service mission of the University by retaining and recruiting outstanding faculty and staff.
- Enhance the University's learning environment to attract and retain excellent students.
- Develop a universitywide emphasis on leadership as a primary role of the flagship university of the state of Alabama.

Mission of Graduate School

The Graduate School administers over 150 master's, doctoral, specialist, and certificate programs offered at The University of Alabama. In cooperation with the Deans' Council and each program's Graduate Program Director, as well as the faculty who comprise the Graduate Council, the Graduate School manages policies around recruitment, admission, financial support (assistantships, fellowships, tuition scholarships, and other funding), academic progress, data tracking/analysis, and graduation of the University's post-baccalaureate students. The Graduate School oversees the review of new graduate program proposals and program revisions. The Graduate School also serves as the academic home for graduate interdisciplinary programs that involve multiple colleges and oversees the appointment of internal and external nominees to UA's Graduate Faculty. In addition, the Graduate School provides professional development, mentoring, and academic support programs for the graduate student population.

History and Organization

In 1819, the Congress of the United States donated 46,000 acres of land within the state of Alabama for the endowment of a seminary of learning. The board of trustees of the University was created by the General Assembly of Alabama in 1821, and on April 18, 1831, the University was opened for the admission of students. It did not take long for the University to begin offering graduate degrees, the first being a Master of Arts degree conferred in 1832. On April 4, 1865, most University buildings were burned to the ground by a body of federal cavalry. Construction of new buildings began in January 1867, and classes were resumed in April 1869. On February 25, 1884, the federal government donated 72 sections of public lands within the state to The University of Alabama in restitution

for its loss of buildings and equipment when the campus was destroyed in 1865.

The Graduate School was organized as a specialized division of the University in 1924. In the fall of 1950, the University began to offer the PhD degree. Today, The University of Alabama provides a comprehensive program of graduate study in more than 120 master's, Educational Specialist, and doctoral degree programs. The comprehensive program of graduate study embraces the humanities, the sciences, education, and several professional areas.

Graduate study is designed for college graduates who desire a deeper and more thorough involvement in scholarship and research and more thorough professional preparation in their chosen fields. Graduate study, especially at the doctoral level, is designed to develop independent scholarship, originality, and competence in research or competence in the various professional areas in which doctoral programs are offered.

The Graduate School is composed of the divisions that offer graduate instruction leading to advanced degrees. The faculty of the Graduate School consists of those faculty members of the divisions who are deemed qualified by their peers and deans to teach and do research of graduate caliber and who participate actively in these graduate activities. The Graduate School has supervision over all graduate work in the University except law and medicine.

The Graduate Council is composed of 6 appointed and 32 elected faculty members, plus two student members. The Council formulates graduate academic policies and reviews proposals for new graduate programs, certificates, and concentrations. The dean of the Graduate School is *ex officio* chairperson of the Council and is responsible for the administration of the regulations and requirements for advanced degrees.

Accreditation

The University of Alabama is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, educational specialist, and doctoral degrees.

Questions about the accreditation of The University of Alabama may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Selected graduate programs have been accredited by the American Assembly of Collegiate Schools of Business, American Bar Association, American Library Association, American Psychological Association, American Speech-Language-Hearing Association, Association of Research Libraries, Commission on Collegiate Nursing Education, Council on Social Work Education, National Association of School Psychologists, National Association of Schools of Art and Design, National Association of Schools of Dance, National Association of Schools of Music, National Association of Schools of Theatre, Council on Accreditation of Counseling and Related Educational Programs, Council on Rehabilitation Education, and National Council for Accreditation of Teacher Education.

Academic Common Market

The Academic Common Market (ACM) is a tuition scholarship program that enables selected students to pursue out-of-state college degrees at discounted tuition rates through agreements among the states, colleges, and universities. The ACM is designed for qualified first-time freshmen, first-time graduate students, and first-time transfer students. The purpose of the Academic Common Market is for states to share specified academic degree programs located at Southern public colleges

and universities. This is accomplished through an exchange of students across borders at in-state tuition rates. The Southern Regional Education Board (SREB) coordinates the ACM, and through this program, students wishing to study in majors not available in their home states may be able to attend out-of-state universities that agree to pay the out-of-state portion of their tuition. Approximately 30 of UA's degree programs participate in the ACM.

For more information regarding program eligibility, participation qualifications, and the ACM application process, please visit the Graduate School website.

Capstone International Center

The University of Alabama provides a wide variety of international education programs and services at the Capstone International Center (CIC), housed on the first floor of B.B. Comer Hall. The Capstone International Center takes its name from its historical pre-eminence in the state as a provider of international education. The CIC is comprised of several integrated units. These include the English Language Institute (ELI), Education Abroad (EA), and International Student & Scholar Services (ISSS). The Capstone International Center has multiple complementary functions, including intensive English language instruction, U.S. immigration compliance, Fulbright programs, and study-abroad programs. The Capstone International Center is a multipurpose center designed to inform, assist, and educate both international and domestic students, faculty, and staff members, as well as members of the local civic, education, and corporate communities. The CIC annually serves more than 1,600 international students on campus and makes possible the participation of UA faculty, students, and staff in a multitude of internationally focused degree, research, and outreach programs. Education Abroad sends approximately 1,200 students abroad each year. The CIC also oversees the Global Studies Certificate.

Outreach is an important function within Capstone International as evidenced by its Sakura Festival (focused on Japanese culture), involvement with Tuscaloosa Sister Cities Commission (TSCC), involvement with Japan America Society of Alabama (JASA), and the work of the English Language Institute (ELI). ELI provides the annual World Friends Day for local elementary schools, annual summer programs for students from our sister city in Japan, on-site corporate programs, and tailored courses for the children and spouses of employees. A wide variety of activities are coordinated in conjunction with the Rotary International Club of Tuscaloosa, Tuscaloosa's International Friends (TIF), the Children's Hands-on Museum (CHOM), University Place Montessori School, and the Tuscaloosa Club of Altrusa International. In addition, CIC has previously worked extensively with the German Supplementary School for school-age children from Germany.

The CIC is involved with numerous international education organizations providing professional training, outreach to national and local government entities, and annual conferences to promote international education at member universities. These organizations include: NAFA: Association for International Educators, the Institute for International Education (IIE), the Council on International Educational Exchange (CIEE), the Association of International Education Administrators (AIEA), the European Association of International Education (EAIE), and the Forum on Education Abroad.

Programming, activities, and resources of CIC include:

- Academic Programs
- Academic Support Program
- English Language Institute

- External Group Programs
- Fulbright Program Advisors
- Graduate Research Scholarships
- Intensive English Program
- International Exchange Programs
- International Linkages
- International Scholar Events
- International Student and Scholar Services
- International Student Programming
- International Teaching Assistant Program (ITAP)
- Multicultural Guidance and Counseling
- Overseas Study
- Overseas Study Resource Center
- Sakura Festival
- U.S. Immigration Compliance
- Visa Advising
- Global Studies Certificate
- Peace Corps Recruiter

Contact the CIC

The Capstone International Center can be contacted by telephone at 205-348-5256, by fax at 205-348-5298, by email at cic@ua.edu or by mail at The University of Alabama, Capstone International Center, Box 870254, Tuscaloosa, AL 35487-0254. The office is located in 135 B.B. Comer Hall.

Academic Programs

Through its three units, the English Language Institute (ELI), Education Abroad (EA) and International Student & Scholar Services (ISSS), the Capstone International Center provides courses, programs, and activities to The University of Alabama community.

Fulbright Programs

The Capstone International Center encourages and facilitates active participation in all Fulbright programs. Since the founding of the Fulbright programs in 1948, approximately 125 UA students, faculty, and professional staff members have been selected to receive the prestigious Fulbright award. Their appointments have ranged from Austria to Zimbabwe. More information is available from the CIC, 135 B.B. Comer Hall; 205-348-5256; or cic@ua.edu.

Education Abroad

The Education Abroad office, a unit of the Capstone International Center, provides support to the UA community through identifying, developing, and administering study abroad opportunities. Education Abroad offers academically challenging programs for students, promoting both academic and personal growth. The office is responsible for all of UA's credit-bearing global learning experiences. Exchange programs, affiliate programs, and numerous faculty-led programs are offered. Visit studyabroad.ua.edu to learn more about all of the study abroad programs.

Exchange Programs

The University of Alabama offers a number of international exchange programs that allow students to study as visiting students at overseas universities. Each program gives students opportunities to learn in a foreign country where they obtain firsthand knowledge of another people, language, and culture in addition to gaining course credits. In some cases, a working knowledge of the language of the host country is a

prerequisite. In others, the language can be studied for the first time in the host country; sometimes, no language requirement is necessary (e.g., England and Australia). Students pay University of Alabama tuition based on residency and are assisted in arranging transfer of credits through appropriate departments and divisions prior to departure. Graduate students should secure approval from the Graduate School prior to taking any overseas credit that they may wish to transfer.

International exchange programs are available to UA students at the following partner universities for either one or two semesters and, in some cases, summer study:

Exchange Partner Institutions in Europe include:

- University of Klagenfurt - Austria
- Université de Liège - Belgium
- Aarhus School of Business - Denmark
- University of Birmingham - England
- University of Hull - England
- University of Leicester - England
- KEDGE Business School - France
- Université de Poitiers - France
- Université de François-Rabelais-Tours - France
- Freie Universität Berlin - Germany
- University of Augsburg - Germany
- University of Mannheim - Germany
- Università Cattolica del Sacre Cuore-Milano - Italy
- University G.d'annunzio del Sacro Cuore-Pescara-Italy
- Politecnico di Torino - Italy
- Hanzehogeschool-Gröningen - the Netherlands
- University of Glasgow, Scotland
- Aberystwyth University - Wales

Exchange Partner Institutions in the Asia-Pacific region include:

- Queensland University of Technology - Australia
- Feng Chia University - the Republic of China-Taiwan
- Chiba University - Japan
- Hiroshima University - Japan
- Kansai Gaidai University - Japan
- Meiji University - Japan
- Ritsumeikan University - Japan
- Ajou University - Korea
- Pusan National University - Korea
- Yonsei University - Korea

Direct-Enroll Study Abroad Institutions:

- University of Sydney - Australia
- University College Dublin - Ireland

Faculty-led Programs

In addition to its longer-term international exchange programs, The University of Alabama conducts many overseas study programs lasting from two to six weeks, most often during the summer and Interim sessions. These are normally led by UA faculty members. The number of these programs has expanded greatly over the last few years. Scholarships and financial aid are available to students participating in these programs. Examples of programs and fields of study in recent years have included the following:

- UA in Australia: Law
- UA in Belgium: Political Science
- UA in Belize: Rainforests and Reefs
- UA in Europe: Field Studies in Water and Climate Change,
- UA in Europe: International Financial Reporting
- UA in France: Language and Culture
- UA in Germany: Honors Intercultural Understanding via Global Perspectives
- UA in Ghana: Service Learning
- UA in Ghana: Global Health
- UA in Greece: Birth of Western Civilization
- UA in Honduras: Marine Science Internship
- UA in Ireland: Chemical Engineering
- UA in Italy: Language and Culture
- UA in New Zealand: Honors Intercultural Understanding via Global Perspectives
- UA in Oxford: English, History, Honors
- UA in Spain: Science, Technology, and the Environment
- UA in Sweden: Women Studies and Political Science

Academic Program Policies

- Students participating in UA programs abroad must be in academic good standing. GPA requirements vary by program.
- All UA students participating in programs abroad will be cleared through the Office of Student Conduct.
- Students must submit all application and pre-departure requirements prior to program departure.
- Study abroad in countries where current U.S. Department of State Travel Warnings exist is subject to additional restrictions and requirements, and may be denied.

Additional information about any international program may be obtained from studyabroad.ua.edu; 135 B.B. Comer Hall; by writing The University of Alabama, Education Abroad, Capstone International Center, Box 870254, Tuscaloosa, AL 35487-0254; or by calling 205-348-5256. In the rare instance where The University of Alabama is unable to meet the overseas study needs of a student, Education Abroad provides information about additional international education opportunities available through study abroad at other institutions and organizations.

Japan Program

The Capstone International Center, in conjunction with the Department of Modern Languages & Classics, administers academic and cultural programs and activities designed to increase understanding between the peoples of the United States and Japan. Through linkages with universities and other educational or cultural agencies in Japan, the program enables UA students and faculty members to study, conduct research, and teach in Japan.

Reciprocal student exchange programs with Kansai Gaidai University in Osaka, Ritsumeikan University in Kyoto, Hiroshima University, Meiji University in Tokyo, and Chiba University enable qualified postgraduate students to study Japanese in Japan while undertaking Asian studies, humanities, social science, and science courses taught in English. Generous AIE-J scholarships providing round-trip transportation and a monthly stipend are available on a competitive basis to UA students. Examples of courses offered at partner institutions include Japanese-Style Management, Japanese Economic Development, Sociology of Everyday Life in Japan, Survey of Modern Japanese History, Japanese

Culture and Education, Seminar in Geography, Agriculture and Agricultural Sciences in Japan, and Introduction to Deep-Sea Biology.

Chiba University offers prestigious Monbusho (Ministry of Education) graduate student research scholarships for 18 months of study. The Monbusho scholarship provides round-trip transportation and monthly stipends to cover living costs.

A founding and active member of the Tuscaloosa Sister-Cities Commission as well as the Japan-America Society of Alabama, Capstone International organizes the annual spring Sakura Festival and Haiku contest for the state of Alabama.

Contact Education Abroad

Education Abroad can be contacted by telephone 205-348-5256, by fax at 205-348-5298, by email at studyabroad@ua.edu or by mail at The University of Alabama, Capstone International Center, Box 870254, Tuscaloosa, AL 35487-0254. The office is located in 144 BB Comer Hall.

International Student & Scholar Services

International Student & Scholar Services (ISSS), a unit of the Capstone International Center, provides specialized services for international students, professors, research scholars, visitors, and their families.

The primary function of ISSS is to provide visa support for these international members of the UA community. The office is responsible for the creation and ongoing maintenance and verification of visa support documents within the Student and Exchange Visitor Information System (SEVIS) for both F-1 student visas and J-1 student and scholar visas. These are ongoing services that monitor individual progress according to federal regulations. The office is also responsible for filing H-1B and other types of work-visa support documentation on behalf of international faculty and staff at UA.

ISSS conducts comprehensive orientation programs and provides vital information regarding U.S. immigration compliance as well as multicultural guidance and counseling. Great emphasis is placed on international student programming. ISSS coordinates a wide variety of student activities such as a weekly international coffee hour, an international spouse support group, and an annual welcome reception for international students at the President's Mansion.

Professional staff members advise and assist the International Student Association, which represents all international students, and the many nationality organizations on campus. Professional staff work closely with community groups such as Tuscaloosa's International Friends (TIF), which sponsors a friendship family program for international students.

ISSS may be contacted by telephone at 205-348-5402, by fax at 205-348-5406, by email at international@ua.edu, and by mail at Box 870254, Tuscaloosa, AL 35487-0254, USA. More information about office services, visa regulations, and processing of visa support is available on the website: <http://international.ua.edu/iss>. International Student & Scholar Services is located in 105 B. B. Comer Hall.

English Language Institute

The University of Alabama English Language Institute (ELI), a unit of the Capstone International Center, provides instruction and support in English as a second language for non-native speakers of English.

The ELI offers the following programs:

Intensive English Program and Courses

The ELI Intensive English Program (IEP), which is accredited by the Commission on English Language Program Accreditation (CEA), is

designed for non-native speakers of English who need to improve their English language proficiency. The primary focus of the program is on preparing students for academic success in undergraduate and graduate study at The University of Alabama.

Six levels of study, from beginning to advanced, are available. Each level consists of 20-24 hours per week of classroom instruction. Each level of study lasts 6-8 weeks and is available during each of six sessions offered annually. Sessions begin in January, March, May, June, August, and October. Students may begin their English study at the start of any one of these sessions.

Students pursuing graduate study must complete ELI Level 6 with a GPA of 3.5 (in Levels 4-6) or obtain a minimum iBT score of 79 or a 6.5 IELTS score. In certain cases, the Graduate School, the ELI, and the student's academic department may together grant permission for a student to enroll in one graduate course per semester while completing the ELI program of study. The specific course must be approved by the instructor and department prior to enrollment. Students who receive Conditional Language Admission to the Graduate School because they do not have the required minimum TOEFL or IELTS score may also receive permission to take one graduate course depending upon their placement level within the ELI.

IEP courses at the ELI include the following:

Structure, Levels 1-6: ELI Structure courses provide students with the basic grammatical structures they will need to communicate effectively in all aspects of English—listening, speaking, reading, and writing. Each Structure course emphasizes communication—both comprehension (listening and reading) and production (speaking and writing). Structure courses meet 5 hours per week in fall and spring sessions and 7 hours per week in summer sessions.

Speaking/Listening, Levels 1-6: ELI Speaking/Listening courses provide students with the opportunity to improve their listening and speaking skills and to gain confidence in using English to communicate orally. Students develop fluency, practice appropriate conversation management skills, receive instruction on pronunciation, learn useful vocabulary, and focus on comprehensibility. These activities are carried on through a variety of classroom exercises that focus on the everyday situations students are likely to encounter while adjusting to life, including academic life, in the United States. Speaking/Listening courses meet 6 hours per week in fall and spring sessions and 8 hours per week in summer sessions.

Reading/Writing, Levels 1-6: ELI Reading/Writing courses are designed to provide students with skills needed to comprehend written discourse at the college level as well as produce written English in a variety of forms. Reading skills include understanding the main idea of a passage, understanding an author's purpose, distinguishing fact from opinion, reading quickly, using the resources of a collegiate dictionary, and discussing written discourse in a relatively sophisticated manner. Writing exercises are designed to stimulate self-expression and personal involvement in writing. With attention to each step of the writing process, teachers guide students toward communicating their ideas with increasing clarity and depth. Reading/Writing courses meet 9 hours per week in fall and spring sessions and 12 hours per week in summer sessions.

Culturally Speaking, Levels 2-6: The ELI Culturally Speaking class allows ELI and UA students to meet together to converse in English and discuss cross-cultural issues. Culturally Speaking also provides a comfortable way for all participating students to form friendships with each other and get to know students from cultures different from their own. Culturally

Speaking is only offered during fall and spring sessions; it is not offered in summer sessions.

Culture & Language Exchange Program

The ELI Culture & Language Exchange Program (CLEP) pairs an ELI student with a UA student who is interested in the ELI student's native language/culture. Once paired, these students then meet as often as they like for conversation practice in both English and in the particular foreign language. CLEP partners are not guaranteed and can only be provided when available, and the program is not offered during ELI summer sessions.

ELI Customized Group Programs

Customized group programs can be designed upon request for groups that need specialized needs. Such programs for non-native English speakers are typically designed for teachers of English, for university study-abroad students, for students who have been admitted for graduate study, for students or professionals in a particular discipline such as business or engineering, etc. An organization interested in a customized group program should contact the English Language Institute to request a program proposal.

Academic Support Program

The ELI Academic Support Program (ASP) provides support courses in English for UA undergraduate and graduate students who are non-native English speakers and who may want or need additional English-language instruction. At the graduate level, ASP support courses in writing and speaking are available free of charge to full-time international graduate students each fall and spring semester.

International Teaching Assistant Program

The International Teaching Assistant Program (ITAP) provides training and evaluation for international students who hold graduate teaching assistantships. Participation in ITAP is mandatory for all non-native English-speaking graduate teaching assistants and other graduate assistants who have instructional responsibilities at UA.

Contact the ELI

To obtain more information about any of the above ELI programs, contact The University of Alabama English Language Institute, visit the ELI website (<http://eli.ua.edu>) or contact the ELI at Box 870250, Tuscaloosa, AL 35487-0250; telephone 205-348-7413; fax 205-348-9266; or e-mail info@eli.ua.edu. (info@eli.ua.edu)

Capstone Center for Student Success

The **Capstone Center for Student Success (CCSS)** provides a network of support services aimed at holistic student success. Through a combination of specialized programs, broad support services aimed at all UA students, and intentional partnerships throughout UA, the Capstone Center helps undergraduate students:

- succeed in University of Alabama courses,
- improve study techniques and other academic skills,
- successfully transition to the UA academic and social community,
- participate in undergraduate research opportunities, and
- get connected to available resources to improve their overall UA student experience.

The Capstone Center is located on the second and third floors of Russell Hall and can also be found on the web at success.ua.edu or by calling 205-348-8303.

Learning Commons Services

- Academic Coaching
- Computer Lab
- Skill Sessions & Workshops
- Study Spaces
- Supplemental Instruction
- Tutoring (Drop-in and Small Group)

Specialized Support Programs

- Alabama REACH
- Bridge
- Crimson Edge
- Crimson Scholars
- Exploring 4 Success (for undeclared students)
- Lucy's Legacy
- First-Generation Programs
- First Year Experience
- Office of Undergraduate Research
- Student Support Services TRIO
- Transfer Student Experience

Financial Assistance

Students receiving funding through the Graduate School must be admitted to a degree-seeking program and have completed an undergraduate degree at the time of initial enrollment.

Departmental Assistantships

Most academic departments offer teaching assistantships, research assistantships, and/or administrative assistantships. These assistantships involve a biweekly or monthly stipend in exchange for supervised work that both provides professional experience to the student and supports the university in carrying out its mission. Most assistantships also include full or partial tuition scholarships, health insurance, and payment of college/department fees. Prospective and current graduate students should contact the Graduate Program Director for their current/future program to request information regarding the process to follow in order to be considered for an assistantship. Outside of the academic departments, assistantships are sometimes advertised on the UA Student Jobs website.

Additional details regarding assistantship eligibility and enrollment requirements may be found in the Registration and Assistantships section of this catalog. Information regarding the processes for administrative management of assistantships may be found on the Graduate School website.

Graduate School Fellowships

Please see the Paying for Graduate School web page for more details.

Scholarships

Alumni Heritage Graduate Scholarship

The Alumni Heritage Graduate Scholarship is aimed at recruiting children and grandchildren of graduates of The University of Alabama. This is a one-time non-renewable \$500 scholarship for graduate students who are classified by The University of Alabama as Alabama residents and who are children or grandchildren of a University of Alabama graduate.

A parent or grandparent must be a degree holder (undergraduate, graduate, or law degree) from The University of Alabama. The qualifying parent or grandparent must be a dues-paying member of the National Alumni Association for three of the past five years. The student must be admitted to a graduate degree program at UA and may be enrolled part-time or full-time. The scholarship can only be awarded in the first semester of enrollment as a graduate student. Contact Graduate School to enquire about this scholarship.

Graduate Student Conference and Research Fund

Graduate School provides supplemental funding for graduate student research projects and for graduate student travel to present research results at conferences. Students may submit a maximum of one Conference request and one Research request year (a "year" is defined as fall/spring/summer). Students may initiate requests to the Graduate School by logging in to the Graduate School Student Portal. The request must include a budget, information about departmental cost sharing, and, if travel is involved, a confirmation that the student will be personally presenting their own work. After the student initiates the request, it will be endorsed by the faculty advisor, department chair, and Graduate School.

Conference Awards are reserved for graduate students who have been accepted to present personally their own research (or creative activity) at a national or international meeting of their discipline's major academic/professional organization. For Research Awards, priority will be given to thesis, pre-dissertation, and dissertation research.

The Graduate School can only provide as much funding as can be matched at least 1:1 by departmental student support funds. During the approval process, the department will indicate the amount they can provide, and the Graduate School will provide the 1:1 match up to the maximum of the following amount:

- Conference travel: \$500 within North America; \$800 if beyond North America
- Research funding: \$300 within North America; \$600 if beyond North America

Deadlines for priority consideration:

- Fall proposal: Late August*
- Spring proposals: Late January*
- Summer proposals: Later April*

Contact Graduate School to enquire about the Conference and Research Fund.

*Although every attempt should be made to submit all research and travel proposals by the deadlines for each term, we recognize that last-minute research opportunities present themselves and that student plans may not be complete by these deadlines. The Graduate School will gladly consider requests submitted after the deadline, pending the availability of funding. After the three major deadlines, requests will be reviewed at the end of each month.

Departmental Scholarships and Grants

Many departments and divisions offer special scholarships for graduate students. Contact the Graduate Program Director for the current/future program for more information.

UA Online

UA Online offers scholarship opportunities for distance students. Please see the UA Online website for details.

Federal Financial Aid

Students enrolled in degree programs in the Graduate School are also eligible to apply for federally supported financial aid. Further information can be obtained from the Office of Student Financial Aid.

*Graduate School tuition scholarships only cover regular (distance or on-campus) graduate level classes and mandatory college/course fees. Graduate School tuition scholarships do not cover Law School classes or programs with special tuition rates (for example, the Executive MBA program). Graduate School tuition scholarships also do not cover any individual campus fees, books or other ancillary costs.

Grievance Procedure (Faculty Handbook)

A student academic grievance is broadly defined as a student complaint regarding an academic action taken by instructional or administrative personnel at The University of Alabama. See "University-Wide Academic Grievance Procedures" in the UA Faculty Handbook.

Housing and Dining Options

Housing

Housing is available in the many neighborhoods surrounding the University where apartments, rental houses, and condominiums are plentiful and reasonably priced. For more information concerning off-campus housing, please contact the UA Office of Off-Campus Resources at 205-348-8096 or offcampushousing@sa.ua.edu. Our Off-Campus Resources website, allows UA students to search for housing, search for roommates, post/find subleases, and find resources about how to make the most of life off campus.

Dining Options

There are many food-service areas on campus, including the UA Student Center food court, and a growing number of options in multiple locations. Students who live off campus, as well as campus residents, can enjoy the convenience of Bama Dining food service.

The UA Action Card or Act Card includes a debit (Bama Cash) account that may be used at any Bama Dining location. Students may deposit money in a debit (Bama Cash) account at any time during the semester. Money-saving meal plans are also available through Bama Dining. Additional information may be obtained by visiting Bama Dining's Website or by writing to Bama Dining, Box 870389, Tuscaloosa, AL 35487-0389. Bama Dining can be reached at 205-348-6816 or 1-888-226-2366.

Libraries at The University of Alabama

University Libraries

With access to more than 5 million print and electronic resources, University Libraries, a system of four separate discipline-related libraries, provides both traditional print collections and cutting-edge technology. The University Libraries website, lib.ua.edu, provides all library users with access to integrated collections, services, and information resources. Currently, the University Libraries system provides access to 277,000 full-text print and electronic journals via approximately 600 databases, including indexes, abstracts, and other reference resources. In addition to our strong research collections in digital and print formats, we

provide academic software, laptop and desktop computing resources, and digital media production tools to aid in student creativity.

The University Libraries discovery interface, Scout, is accessible through the Libraries website and provides access to the full catalog of local holdings, as well as a wide variety of database content – including scholarly and trade journals, popular magazines, current and historic newspapers, microfilm, federal government documents, digital archives, and streaming audio and video. Links to books and electronic materials on reserve, Interlibrary Loan services, and other self-initiated services, such as renewing books and requesting materials from the Libraries Annex, are also available.

University Libraries provides access to millions of scholarly articles electronically and in print, and millions of print books and E-books, through purchase plans and licensing with various providers. Scholarly holdings in the 600 database products available to students and faculty are also discoverable through Google Scholar. In addition to the wide array of print and electronic resources available, several borrowing programs with national, regional, and state libraries (including RapidILL, ALLIES, and Project Reshare) extend the total resources available to students and faculty through interlibrary loan. We also offer a Document Delivery service, where the libraries will scan and electronically deliver print materials to faculty and students by request.

Through the creation of video tutorials, online and in-person instruction sessions and orientations, virtual and in-person reference services, and an online course developed by instructional design professionals that explores resources, services, and the steps in the research enterprise, University Libraries offers students many ways to stay in touch and learn about using our services and resources.

Students pursuing coursework from a distance, either online or at other sites, have access to librarians who serve as the primary point of contact for any given subject area. The Ask-a-Librarian service also provides students, faculty, staff, and community members relevant FAQs as well as a means of chatting or emailing with liaison librarians. University Libraries also provides online Research Guides that are available to students 24/7 that guide students through the research process in a specific class or subject area.

University Libraries maintains four state-of-the-art facilities that provide space for collaborative and independent study, with group study spaces available for reservation. Each library serves a unique purpose. The Amelia Gayle Gorgas Library, located on the central campus quadrangle, houses central library administrative functions and has holdings for education, humanities, social sciences, and government information, while the Angelo Bruno Business Library, the Sara and Eric Rodgers Library for Science and Engineering, and the William Stanley Hoole Special Collections Library contain discipline-specific holdings and materials. Additionally, the Law School's Bounds Law Library and the College of Community Health Sciences' Health Science Library are linked to University Libraries virtually, and are also available to support student success.

University Libraries facilities offer extended hours during fall, spring and summer sessions. The Writing Center and the Center for Academic Success routinely use University Libraries facilities to offer tutoring services during each semester. Gorgas Library is open 24 hours a day seven days a week during study and finals weeks at the end of each semester. Rodgers Library offers 24-hour, five day a week access for 12 weeks each semester.

University Libraries Special Collections Library also provides online access to large parts of the University's rare and unique maps, manuscripts, documents, and archival collections through its digital

collections. Students, faculty, and staff have access to browse and search the libraries' special collections through our online portal powered by CONTENTdm.

University Libraries supports on-site color and black and white printing, photocopying, and scanning as well as 3D printing production support in all branch libraries. University Libraries also provides spaces for students and faculty to produce audio projects, such as voiceovers, podcasts and simple keyboard and acoustic instrumental recordings. University Libraries also supports student and faculty use of citation managers RefWorks and Endnote which allow for the collection, management and output of scholarly works cited and bibliographies for various purposes.

In addition to the large number of desktop computers available to students throughout the library, laptops are available to be checked out for up to 72 hours (students are allowed to take these laptops outside of the physical library). The libraries also check out a wide variety of audiovisual equipment.

Amelia Gayle Gorgas Library houses the Sanford Media Center, located on the second floor. The Sanford Media Center was created to provide University of Alabama students with a leading-edge facility for digital media production. With the Center's computers, audio-visual hardware, software, and instruction, users have the experience of becoming producers and authors of multimedia content. Media specialists staff the Center and are available for consultation and one-on-one instruction.

Other library services include The Alabama Digital Humanities Center which provides project management and digital development services to faculty and students who would like to undertake a digital humanities project. We also unveiled our Institutional Repository in 2017, which provides faculty and students with an open access platform and stable URLs for their works. The IR will house electronic copies of theses and dissertations moving forward, as well as datasets and other University of Alabama work-product that aids the research enterprise of the University.

University Libraries maintains memberships in the Association of Research Libraries, the Center for Research Libraries, HathiTrust, the Coalition for Networked Information, centerNet, LYRASIS, the Association of Southeastern Research Libraries, the Network of Alabama Academic Libraries, the Digital Preservation Network, and the Alabama Digital Preservation Network. As a U.S. Government Documents Regional Depository, the University Libraries serves Alabama libraries and the public.

Amelia Gayle Gorgas Library

Amelia Gayle Gorgas Library is the main campus library supporting the teaching and research needs of the College of Arts and Sciences' humanities and social sciences programs, the College of Education, the College of Communication and Information Sciences, the College of Human Environmental Sciences, the Honors College, the School of Social Work, and the Office of Teaching Innovation and Digital Education.

Located on the first level, the Gorgas Library Learning Commons provides students with computers equipped with the latest productivity and academic software used in classrooms and laboratories. The area provides space for students to study together for group projects or individually. In addition, students, faculty, and staff can ask for personal research assistance at the Information Desk located in the Commons area. Also located on this level is the Digital Humanities Center, a hi-tech environment for faculty and graduate students exploring the digital

humanities; the Music Library with two Whisper Booths; and Java City Café, a fun place to relax and meet friends.

The Circulation Desk, located on the second level, serves as the central check-out area for media production equipment, laptops, headphones, books, and other materials. Items requested through InterLibrary Loan can also be picked up at the Circulation Desk. The Sanford Media Center, a leading-edge facility for digital media production for students, is also located on the second level.

Special features in Gorgas Library include areas with designated noise levels, from silent to quiet talking; several types of seating and study accommodations, including group study rooms for collaborative assignments; event spaces for hosting campus groups for various educational and social purposes; designated study carrels for graduate students and faculty; printers; and 3D printers. University Libraries partners with the University Writing Center, which maintains a satellite center in Java City Café.

Gorgas Library is located on the Quad opposite Denny Chimes.

Angelo Bruno Business Library

Angelo Bruno Business Library serves the business information needs of the campus, and in particular the students, faculty, and staff of the Culverhouse College of Business, and the Manderson Graduate School of Business. The library also houses the college's Sloan Y. Bashinsky Sr. Computer Center.

In the latest renovations, completed in 2022, Bruno Library added 20+ team workrooms, which have updated furniture and large monitors for collaborative study, and a mother's nursing room, as well. University Libraries also added a large stock exchange ticker in the Bloomberg terminal area, which replicates for students what they would see on Wall Street. The instruction rooms and business analytics information commons were also outfitted with new furniture and state-of-the-art technology to fit all student needs.

Bruno Library's resources comprise a wide variety of scholarly and professional business databases, along with a significant collection of print and electronic books and journals. Library faculty and staff offer users specialized information assistance and services, including individual and class instruction in library research and effective use of library databases. Special features include areas with designated noise levels, from silent to quiet talking; several types of seating and study accommodations, including group study rooms for collaborative assignments; and designated study space for graduate students. A wide range of software is offered on computers throughout the facility and on circulating laptops. The 64,000-square-foot facility is conveniently located on Stadium Drive within the Culverhouse complex.

Eric and Sara Rodgers Library for Science and Engineering

Eric and Sara Rodgers Library for Science and Engineering serves students, faculty, and staff in the sciences, engineering, and nursing programs. Rodgers Library offers a 3D studio and other makerspace resources; seven group study rooms; and equipment and special space for students to prepare, practice, and record presentations.

The library is equipped with a generous number of computer workstations offering a wide range of productivity software, including specialized software for use in science and engineering.

Rodgers Library is open 24 hours daily from Sunday through Thursday during portions of the semesters, giving students more opportunities to learn, study, and do research.

Rodgers Library is located immediately south of Shelby Hall and the Science and Engineering Complex, north of the Math and Science building, and one building west of the Campus Drive Parking Deck.

Special Collections

Special Collections is comprised of the W.S. Hoole Library and the A.S. Williams III Americana Collection.

Hoole contains rare and unique materials dealing with U.S. history with a focus on Southern history and culture and Alabama history and culture. Areas of concentration include the exploration and settlement of territory in the Gulf of Mexico; the antebellum period; the Civil War and Reconstruction; slavery, abolition, and emancipation; the socio-economic and racial history of the New South; the Civil Rights movement; and Latin America with a particular emphasis on Mexico and Brazil.

Hoole has more than 40,000 volumes of rare books and incunabula, serials, and newspapers; approximately 4,000 manuscript collections; more than 2,000 maps, including several hundred from the 16th, 17th, and 18th centuries; over 500,000 photographic images; and nearly a million University records. Extensive digital collections comprising several hundred thousand images are accessible through Hoole's home page.

The Williams Collection includes an additional 20,000 volumes, hundreds of maps, and an extensive collection of manuscripts and historical documents pertaining to the history and culture of the South, particularly the Civil War. The Civil War materials in both Hoole and Williams document the war from the perspectives and observations of participants in the Union and the Confederacy, and include several hundred Confederate imprints.

Hoole Library is located on the second floor of Mary Harmon Bryant Hall, Hackberry Lane, and the Williams Collection is located on the third floor of Amelia Gayle Gorgas Library.

Additional Libraries

Under separate administration are the Health Sciences Library in the University Medical Center, the Bounds Law Library in the School of Law, and the Map Library, **Department of Geography and the Environment**, in Farrah Hall.

Military Programs

General

Army or Air Force ROTC scholarships and other financial assistance may be available to qualified students who plan to be enrolled for at least two years. Interested students may obtain information about current programs from one of the following ROTC offices: The University of Alabama, Professor of Military Science, Box 870260, Tuscaloosa, AL 35487-0260; or Air Force ROTC Detachment 10, The University of Alabama, Box 870258, Tuscaloosa, AL 35487-0258.

Air Force ROTC

An Air Force officer's commission is available to graduate students through the Air Force ROTC Two-Year Program. If other qualifications are met, a student with at least two full years of full-time coursework remaining (in either graduate studies or a combination of undergraduate and graduate courses) can apply for entry into the Professional Officer Course (POC).

Applicants must favorably complete the Air Force Officer Qualifying Test, pass a medical physical, pass a physical fitness test and have at least a 2.0 GPA. Students selected to enter the cadet corps will be scheduled for a summer field training encampment prior to entry into the POC. Field training camps are conducted at Air Force bases throughout the United States. Successful completion of field training qualifies the student to enter the POC. The student then completes the last two academic years of graduate and/or undergraduate studies, taking one 3-hour Air Force studies (AFS) class and a leadership laboratory each semester in order to gain an officer's commission upon completion of studies. Cadets in the POC are paid a \$350–\$400 stipend per month during the academic year and may be eligible for academic scholarships. To apply, contact The University of Alabama, AFROTC DET010, Box 870258, Tuscaloosa, AL 35487-0258, or call 205-348-5900 prior to planned entry into Air Force ROTC.

Required Air Force ROTC courses for the Two-Year Program are:

Code and Title	Hours
AFS 350 Leadrshp & Communication I & AFS 301 and Leadership Laboratory	4
AFS 360 Leadrshp & Communication II & AFS 302 and Leadership Laboratory	4
AFS 470 Nat'l Security & Ldrshp I & AFS 401 and Leadership Laboratory	4
AFS 480 Nat'l Security & Ldrshp II & AFS 402 and Leadership Laboratory	4

Course descriptions may be found in The University of Alabama Undergraduate Catalog.

Army ROTC

Army officer's commissions are available to graduate students through the Army ROTC two-year option. A student with at least two years of full-time coursework remaining (in either graduate studies or a combination of undergraduate and graduate courses) can apply for the Advanced ROTC Program. Students will be required to take three ROTC classes each semester while completing their graduate or undergraduate studies. Advanced ROTC Program students must attend the Leader's Development Assessment course between the first and second years of enrollment, for which they will be paid one-half the pay of a second lieutenant (\$887). Students are paid a monthly tax-free subsistence allowance (\$450 per month during the first year and \$500 per month the second year) while enrolled in the Advanced ROTC Program. Full-tuition scholarships are available to qualified students who commission before age 27. To apply, contact The University of Alabama, ROTC Department, Box 870260, Tuscaloosa, AL 35487-0260; or call 205-348-1056.

Course descriptions may be found in The University of Alabama Undergraduate Catalog.

Readmission of Service Members

The University complies with laws concerning readmission of service members.

A student who has been admitted to or enrolled in The University of Alabama Graduate School may ask for a military leave to fulfill a U.S. military obligation. The student should notify the dean of the Graduate School of a call to military service and provide documentation. Upon return from military service, the student also should notify the dean of the Graduate School of the intent to return to graduate school and provide documentation of honorable discharge.

A student called to active military duty, unless dishonorably discharged, and eligible for readmission as defined by law, will receive an extension of the degree time limit equal to the term of eligible service, with a cap on the number of years in the extension. The extension is subject to the five-year limit as applicable to readmission provisions in the Higher Education Opportunity Act of 2008 (Section 484C of the HEA) and implementing regulations in 34 CFR Section 668.18.

Office of Disability Services

The Office of Disability Services (ODS) is the central contact point for UA students with academic disabilities. ODS works with faculty and other members of the University community to provide individualized academic accommodations while promoting student responsibility and self-advocacy. It is the student's responsibility to make known a need for academic accommodations and services by

- (1) completing an application and providing appropriate documentation of the disability to ODS,
- (2) formally requesting accommodations during an intake interview with an ODS Accommodations Specialist,
- (3) using the ODS Online Portal to provide each instructor the Faculty Notification Letter, and
- (4) meeting with each instructor to discuss the implementation of accommodations.

Students can apply for academic accommodations and submit disability documentation by logging into the ODS Online Portal with their MyBama username and password.

For more information about services for students with disabilities, including documentation requirements, visit ods.ua.edu or call 205-348-4285 (voice), or 205-348-3081 (TTY). Office hours for ODS are Monday through Friday, 8:00 a.m. to 4:45 p.m.

Office of Information Technology

The Office of Information Technology (OIT) provides state-of-the-art technology services to The University of Alabama community. Faculty, staff, and students can turn to the OIT for access to and assistance with email, websites, network, and much more. Visit <http://oit.ua.edu> for a complete overview of the Office of Information Technology services.

Email

Crimson Mail is the email service for students at The University of Alabama. Crimson is powered by Google, meaning students have all the benefits of using Gmail. Email addresses use the format userID@crimson.ua.edu, and accounts are lifelong with no expiration. Crimson Mail is accessed using the same login credentials as myBama.

Internet

Wireless internet service is available in all buildings and residences on campus. Students, faculty and staff should use the eduroam wireless network. Students should connect with their crimson email address and myBama password. Additional information and connection instructions are available at oit.ua.edu/wifi.

Software

OIT offers a variety of free software packages to UA students. Box unlimited cloud storage, Microsoft Office 365, Qualtrics, and others can be downloaded at oit.ua.edu/software.

Security

All UA students are required to use DUO two-factor authentication to protect myBama and Crimson mail accounts.

Research

OIT offers high-performance computing platforms to students and graduate students at UA. Learn more at <https://oit.ua.edu/service/research>.

Office of Teaching Innovation and Digital Education (OTIDE)

Office of Teaching Innovation and Digital Education (OTIDE)

The University of Alabama recognizes that its resources can help individuals meet the challenges of their changing lives. Through the OTIDE, the University extends academic resources throughout Alabama, the Southeast and beyond. This office is committed to delivering educational opportunities through online degree programs, evening and weekend programs, distance programs, professional development courses, and a variety of professional workshops, seminars, and institutes.

More than ever before, students are choosing distance education to pursue their college degrees and advanced certificate programs. The Office of Teaching Innovation and Digital Education delivers The University of Alabama's online degree programs to learners who are limited by time, geography, work schedules or personal obligations. Students may choose from a variety of formats designed to fit their schedules and learning styles such as online, interactive video conferencing, weekend classes, or online video-streamed classes. All degrees are conferred by the academic college in which their unique program of study is offered.

For more information on these programs, please call 205-348-0089 or toll free 800-467-0227, or email online@ua.edu. Visit the UA Online website for more information.

UA Online

Course and Program Delivery

Through innovative and flexible formats, The University of Alabama Online partners with internal and external constituents to provide diverse and convenient academic programs to learners pursuing educational goals and personal development. UA Online utilizes fully online and hybrid or blended models of instruction, often including both synchronous and asynchronous components to provide a rich and engaging learning environment. Online learners complete the same course and program requirements as on-campus students to complete their academic programs.

Visit the Office of the University Registrar website for class schedule coding guidance.

Student Success

OTIDE provides a university wide point of entry for students returning to the Capstone or entering the University for the first time to advance their education. The services listed below are provided to meet the particular needs of online and distance students.

Through UA Online students can:

- find support in completing the admissions process with a dedicated online Recruitment team through phone, text or email;
- receive assistance with navigating financial aid, military benefits, and student scholarships;
- engage with a variety of one-on-one resources including success coaching at the undergraduate level;
- be referred to appropriate offices at the University for additional assistance with individual needs.

Continuing Education and Lifelong Learning (CELL)

OTIDE's Continuing Education and Lifelong Learning division offers educational and professional development opportunities to individuals and companies through relevant, purpose-driven programming. The CELL team focuses exclusively on continuing education and certificate-granting training programs and conferences. CELL makes a significant impact through registration support, CEU and professional approval management, program consultation, planning and implementation, and asynchronous non-degree course development.

For more information, please call 205-348-6225, email professionaldevelopment@ua.edu or visit training.ua.edu.

Osher Lifelong Learning Institute (OLLI)

The Osher Lifelong Learning Institute at UA is part of a nationwide program that offers intellectually stimulating non-credit courses, as well as travel and social opportunities, for people over 50. OLLI offers programs including weekly courses, lecture series, field trips, social gatherings and volunteer opportunities, supported by an active community of older adults who love to learn and explore the world around them.

For more information, please call 205-348-6482, email olli@ua.edu or visit olli.ua.edu.

Required Disclosure Statements

Alaska

Distance education programs are exempt from authorization requirements in the state of Alaska under AS 14.48.

California

The University of Alabama is not under the purview of the California Bureau of Private Postsecondary Education.

District of Columbia

Education Licensure Commission of the Office of the State Superintendent of Education in Washington, D.C. granted The University of Alabama required conditional exemption to offer its programs to residents of the District.

Georgia

The University of Alabama is authorized under the Nonpublic Postsecondary Education Institutions Act of 1990.

Indiana

This institution is authorized by: The Indiana Board for Proprietary Education, 101 W. Ohio St., Ste 670, Indianapolis, IN, 46204-1984.

Louisiana

The University of Alabama is currently licensed by the Board of Regents of the State of Louisiana. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Minnesota

The University of Alabama is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Nevada

The University of Alabama is licensed to provide experiential training in Nevada.

Texas

The University of Alabama is authorized by the Texas Higher Education Coordinating Board and is not regulated in Texas under Chapter 132 of the Texas Education Code.

Washington

The University of Alabama is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes The University of Alabama to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

Research Agencies

Oak Ridge Associated Universities

Since 1946, students and faculty of The University of Alabama have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 96 colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (ORISE) that the DOE facility ORAU operates, undergraduates, graduates, postgraduates, and faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines, including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. Many of these programs are specially designed to increase

the numbers of underrepresented minority students pursuing degrees in science- and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the ORISE Catalog of Education and Training Programs. ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry, and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scientist Program, and various services to chief research officers. For more information about ORAU and its programs, visit the ORAU home page.

The University of Alabama's rich environment for research involves an array of Centers and Institutes, many of which offer opportunities for graduate student engagement. For a full list, please see <http://ovpred.ua.edu/research-institutes/>.

Student Health Center and Pharmacy (SHC)

Student Health Center and Pharmacy

The Student Health Center and Pharmacy (SHC) provides high-quality and easily accessible health care for University of Alabama students. Located at the corner of Peter Bryce Boulevard and 4th Street East and adjacent to the UA tennis courts, the SHC is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC). The SHC can meet most ambulatory medical needs of UA students, including women's health, psychiatry, medical nutrition therapy, and allergy/immunization services as well as international-travel medical evaluations and prescription medications from any licensed practitioner. For convenience, students may make certain SHC appointments through the Patient Portal accessible through their MyBama account. Those requiring appointments with the in-house psychiatry services should call the appointment line at 205-348-2778. Referral services for outside specialty medical services (i.e. gastroenterology, orthopedics, etc.) are made when needed with essential communication managed by referral nurses.

For University-required immunizations for all entering students, refer to <https://cchs.ua.edu/shc/immunization/>; these can also be obtained at the SHC. For more general information, visit <https://cchs.ua.edu/shc/> or call 205-348-6262.

For students who need to purchase health insurance, information regarding this can be found at <https://cchs.ua.edu/shc/billing/university-sponsored-health-insurance/> or by calling 205-348-4086.

Tuition and Other Expenses

For a complete list of current tuition costs, fees (including college and course-specific fees), and an estimated student budget for the current year, visit studentaccounts.ua.edu/cost. College/course fees will vary depending on the student's actual course enrollment. This information is also available online with applicable courses in the Schedule of Classes for the applicable term after logging into the MyBama account. Contact The University of Alabama, Student Account Services (studentaccounts@ua.edu; 205-348-5350) for more information.

Application Fees

A nonrefundable application fee must be submitted online with each new application for admission before it will be processed. The application

fee for U.S. citizens and permanent residents is \$65; for international applicants the fee is \$80.

Auditing courses

Auditing a course does not affect the rate charged for the course.

Status as an Alabama Resident

The University's policy on residency can be found at Residency for Tuition Purposes Policy. Any questions regarding residency should be directed to the Office of the University Registrar (registrar@ua.edu or 205-348-2020.)

General Payment Information

Students are expected to meet all financial obligations to the University by specified due dates in order to maintain their enrollment. Payment in full or Payment Plan participation is required for a student to maintain each semester's registration. **Students who have not completed payment for a term before the bill date of the next term will lose their ability to register for subsequent terms.**

Students will be notified via their @crimson email when a student account bill is available to review and pay. No paper bills will be mailed. Students will log in via their myBama account to view their account activity and make payment. Instructions for making payments can be found at Make a Payment or by viewing our How to Videos.

For important dates and more information see studentaccounts.ua.edu.

Veterans Services

The Office of Veteran and Military Affairs provides assistance to veterans, reservists, service persons, and eligible dependents. The office processes all certifications that must be filed with the Department of Veteran and Military Affairs before educational benefits can be received. Students must register with the Office of Veteran and Military Affairs each semester to begin receiving or to continue receiving benefits. In addition to helping students apply for benefits and complete VA certifications, the Office of Veteran and Military Affairs provides academic, personal, and financial referrals to students in VA programs. VA-sponsored work-study programs and tutoring are available to those who qualify. Students eligible for veterans benefits include VEAP veterans, reservists and veterans on the "New GI Bill," disabled veterans, dependents of persons who have total and permanent service-connected disabilities, and dependents of persons whose deaths were service-connected.

Information about services, application procedures, and compliance with VA requirements is available at the Office of Veteran and Military Affairs, Houser Hall, Ste. 3000, or by contacting The University of Alabama, Office of Veteran and Military Affairs, Box 870251, Tuscaloosa, AL 35487-0251; 205-348-0983.

GI Bill® Complaint Policy

For students receiving VA education benefits, any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following link: <https://www.benefits.va.gov/gibill/feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

Graduate Non-Standard Terms For Federal VA Certification Purposes

The VA instructs institutions to enter the training time (full, $\frac{3}{4}$, etc.) in the TT/FT box for the enrollment period based on the school's academic policy when submitting the federal VA certification for graduate level terms. The VA also depends on the institutional determination of what is

considered full time in these cases. The VA has an undergraduate matrix for students that is used for non-standard terms. However, this matrix does not adequately apply to graduate students in a fair and equitable manner when graduate students take courses in non-standard terms due to the weight of semester hours being affected by the number of hours the institution considers full time for graduate level coursework as compared to the undergraduate equivalent (12 hrs for UG = FT vs. 9 hrs for GR = FT). Furthermore, the academic policy of UA does not dive deeper into the individual parts of term in order to apply the academic policy appropriately and in an equitable manner as compared to the undergraduate counterpart and due to the way the federal VA requires institutions to certify benefits to the VA.

To bring clarity and equity to this situation, the Office of Veteran & Military Affairs has established the following policy when certifying graduate students in non-standard terms that takes the academic policy of what the institution considers full time and allocates the policy's equivalent to the individual parts of the term when certifying benefits to the VA and is publishing this certification policy guidance to bring the institution into federal compliance by having this information published in UA's catalog. Otherwise, graduate students using benefits would be unfairly subjected to the lesser-weighted undergraduate hours.

Below is UA's determination for VA purposes of how the academic policy for full-time status would apply to VA students for determining rate of pursuit for VA purposes:

GRADUATE POLICY FOR FULL-TIME STATUS WITHIN ANY SEMESTER = 9 HRS

VA NON-STANDARD SUMMER SCHEDULE EXAMPLE:

MAY INTERIM: 3 HRS

SUM I: 3 HRS

SUM II: 3 HRS

TOTAL HOURS: 9 HRS

(This student would be full time for the semester, and each part of term would be full time for that individual part of term. Likewise, and to maintain equity, a student who is in 6 hours, with 3 hours in May Interim and 3 hours in Summer I, would be considered full time for only those parts of term while not being full time for the entire summer semester. As a result, when submitting graduate hours to the VA, the institution will use the equivalent of how the academic policy would apply to the individual parts of term if a student was full time for the entire term being certified in other similar cases. VA's Rate of Pursuit Calculator will also be used in help determining the proper Rate of Pursuit for graduate level non-standard terms.)

Residency for Tuition Purposes Policy

The Residency for Tuition Purposes policy addresses the residency of Veteran or members of the United States Armed Forces in accordance with PL 115-251 sec. 301.

Pending Payment Compliance

Pending Payment Compliance is in accordance with Title 38 US Code 3679(e) in accordance with PL 115-407 sec. 103.

Military Service Credit

Military Service Credit information is found on the Transfer Credit Policy catalog page.

Military Transcripts

Students are required to disclose all prior training. Evaluation of all prior transcripts will be completed in accordance with [38 CFR 21.4254(c)(4); 4253(d)(3)]. Students must submit transcripts by the end of their first term of enrollment. Failure to submit transcripts will result in a loss of VA funding after the second term of enrollment.

VA students are not allowed to receive VA Educational Benefits for courses in which they have earned credit. VA students are not allowed to repeat courses in which they have a passing grade unless a higher grade is required to pursue their course of study.

Order Transcripts

Workshop for New Graduate Teaching Assistants

Since 1987, the Graduate School has offered special training for all new graduate teaching assistants (GTAs). The Workshop for New Graduate Teaching Assistants is mandatory for all new GTAs, including those who have not yet completed the 18 graduate semester hours in the teaching field required before the GTA can be responsible for teaching a class and/or assigning grades. The workshop includes a variety of formal presentations on topics such as syllabus and course preparation, teaching with technology, leading group discussions, leading lab sessions, and important policies and legal issues. The workshop also includes interactive sessions led by experienced GTAs, who have been recognized for superior teaching. In these sessions, each new GTA receives both written and oral feedback of teaching strengths and areas for improvement on a short, prepared teaching presentation. Students also have the opportunity to discuss important University policies such as services for students with disabilities, harassment, academic misconduct, academic grievances, and the confidentiality of student records.

All new GTAs who are non-native speakers of English **must also** successfully complete the International Teaching Assistant Program (ITAP), conducted by the University's English Language Institute, before they will be allowed to teach.

Graduate Faculty and Graduate Council

Graduate School Staff

Graduate Council Membership and Bylaws

The Graduate Council, comprised of members elected by the graduate faculty within each college or school providing graduate programs, meets quarterly to review new program proposals, promote quality in graduate programs, develop University-wide policies related to graduate students, and develops policies on financial support for graduate students. The Graduate Council serves in an advisory capacity to the Executive Vice President and Provost, in the Office of Academic Affairs.

The current membership of the Graduate Council, as well as upcoming meeting dates and past Minutes of Graduate Council meetings, can be found here.

I. Description and Mission- Composed primarily of Graduate Faculty members from every graduate-degree-granting college of The University of Alabama, the Graduate Council provides evaluations and recommendations on all aspects of graduate education to the Graduate School and the Office of Academic Affairs, and through the Provost

and President to the Board of Trustees. Members represent the entire Graduate Faculty, not merely those of the program, department, division, school, or college with which they may normally be affiliated; hence, the primary concern of Council members shall be the general welfare and advancement of graduate education at The University of Alabama as a whole.

II. Membership

The Council consists of the dean of the Graduate School or a representative designated by the dean, who chairs the Council but does not vote except to break a tie; the Provost, the dean of University Libraries, a representative from the Office of Teaching Innovation and Digital Education, and a Graduate Faculty member appointed by the Faculty Senate, all ex officio members without voting privileges; and 40 voting members appointed or elected as specified below:

A. 2 student representatives, 1 each from the Graduate Student Association and Black Graduate Student Association, chosen internally by their constituencies in whatever way they deem best;

B. 6 Graduate Faculty representatives appointed by the dean of the Graduate School;

C. 32 faculty representatives elected by and from within the ranks of the Graduate Faculty of the following nine graduate-degree-granting schools and colleges:

1. College of Arts & Sciences
2. College of Communication & Information Sciences
3. College of Community Health Sciences
4. Culverhouse College of Business
5. College of Education
6. College of Engineering
7. College of Human Environmental Sciences
8. Capstone College of Nursing
9. School of Social Work

D. The number of elected Council positions assigned to each of these nine schools and colleges is to be reallocated every year according to the following cumulative procedures:

1. Each school or college shall receive 1 Council member provided that at least one member of the Graduate Faculty resides therein;
2. Each school or college shall receive 1 additional Council member for each full 10% of the university's Graduate Faculty that resides therein;
3. Each school or college shall receive 1 Council member provided that at least one graduate student in good standing is actively pursuing a graduate degree therein;
4. Each school or college shall receive 1 additional Council member for each full 10% of the university graduate student population in good standing that resides therein;
 - i. If any of the 32 elected faculty position remains unassigned as a result of the procedures for proportionate representation outlined above (because, for example, the numbers of Graduate Faculty or graduate students in good standing do not divide evenly into full 10% increments across the schools and colleges), then they shall be divided amongst the

schools and colleges specified above by the dean of the Graduate School, who shall

ii. Allocate one additional member to each school or college with more than 5% but less than 10% of the total number of the university's full Graduate Faculty residing therein;

iii. Allocate one additional member to each school or college with more than 5% but less than 10% of the total number of the university graduate student population in good standing residing therein;

iv. Allocate any remaining members as deemed appropriate in light of the most recent three-year trends in graduate student enrollment at The University of Alabama.

E. The number of representatives allocated to each school or college should be communicated to the unit's coordinator of Graduate Council elections early in the Spring semester, so that elections can be planned accordingly.

F. Each of the nine schools and colleges listed above should select a number of alternates to the Council equal to one-half of the number of members allocated according to the above cumulative procedures (always rounding up, so that, for example, a school or college with three members should also have two alternates).

III. Term of Membership

Members and alternates shall ordinarily service three-year terms, beginning in the Fall semester after their appointment or election. No member shall be elected to more than two consecutive full terms (a member could, however, be elected to two full terms, then appointed to serve through the process outlined in II.B above, then elected again). Any member who misses more than two consecutive Graduate Council meetings, without arranging an appropriate proxy for their absences, shall be considered to have vacated their position (see V.B.).

IV. Vacancy and Election Procedures

Each school or college shall determine its own process for the election of its Council members, and for the replacement of any of its members necessitated by a vacancy. Replacement members shall serve out the remainder of the full term of their predecessor.

V. Meetings of the Graduate Council

A. The dean of the Graduate School shall call meetings of the Graduate Council as often as required to transact the business of the school, and in no case fewer than four times in each academic year. The dean shall call an additional meeting if requested to do so in writing by at least 10 members of the Council.

B. A quorum for actions at a Council meeting shall be a majority of its members. Absentee ballots shall not be permitted. In the event that a member anticipates being absent, they should notify their programmatic, departmental, divisional, or decanal supervisor so that an alternate member from the same school or college can attend in their place. In the event that an alternate is unavailable, and with at least one week's notice to the dean of the Graduate School, the head of the regular member's school or college may appoint a Graduate Faculty member who is not currently serving on the Graduate Council and whose appointment resides in the same academic unit as the regular member to act in person at the meeting as that member's voting proxy.

C. The agenda for each meeting, along with pertinent information on items that the Council will discuss and the minutes of the prior meeting, shall normally be distributed to all Council members at least one week prior to the meeting. Items may be placed on the agenda by the dean of the Graduate School, by the chair of any standing or ad hoc committee, or by a two-thirds vote of members present and voting at the meeting. Agendas and minutes shall be publicly posted by the Graduate School, so that all graduate faculty can access the information.

VI. Committees of the Graduate Council

A. Standing committees of the Graduate Council shall be appointed annually by the dean of the Graduate School from among that year's membership of the Council. Each committee shall include at least one member from four or more of the schools and colleges specified in II.C above. The dean of the Graduate School or a representative designated by the dean shall serve in an ex officio capacity on all committees but shall not vote except to break a tie. The dean shall appoint a member of each committee to serve as chair, and that chair shall be empowered to schedule meetings and apportion workloads among committee members. The following standing committees act on the matters indicated and on others, as charged by the dean of the Graduate School:

1. Admissions and Recruitment Committee – reviews applications received from departments, divisions, schools, or colleges for changes to admissions requirements or procedures, including applications for new or changes to existing AMP programs
2. Fellowships and Scholarships Committee – reviews all departmental nominations for fellowships and scholarships awarded by the Graduate School (these include Graduate Council Fellowships, National Alumni Association Fellowships, McNair Fellowships, and the David A. Francko Fellowship) and assigns awards to individual students, as well as advising on related policy such as the timing of fellowship cycles, number of awards, or other changes that enhance the competitiveness of these awards.
3. Policy Committee – makes recommendations concerning academic policies that govern graduate education, the graduate faculty, and the implementation of Council decisions within the Graduate School; individual exceptions to existing policies are not the purview of this committee and should be decided on a case-by-case basis by the dean of the Graduate School; a list of repeated exceptions should be forwarded to this committee for annual review and, if a majority of the committee deems it necessary, new policy recommendations will be drafted
4. Graduate Curriculum Committee – reviews proposals from departments, divisions, schools, or colleges for new graduate degrees and certificate programs and for changes to existing programs; makes recommendations concerning such applications to the Council, which serves in an advisory capacity to the Provost for new program approval
5. Teaching, Research, and Service Awards Committee – oversees the process for awarding all "Outstanding Student" awards made by the Graduate School each year and assigns awards to individual students

B. The Council may create, by a majority vote, or the dean of the Graduate School may appoint, other ad hoc committees as they deem necessary to conduct the business of the Graduate School. Any ad hoc committee operating continuously for more than one year shall be considered for conversion to a standing committee, subject to an affirmative vote of two-thirds of the members of the

Graduate Council in attendance at the meeting in which the vote occurs.

VII. Revision to the Bylaws of the Graduate Council

Changes to these bylaws can be effected only by a vote of two-thirds of the members of the Graduate Council in attendance at the meeting in which the vote occurs.

Qualifications of the Graduate Faculty

Graduate Faculty

The purpose of the graduate faculty of The University of Alabama is to set standards for graduate work and to provide graduate instruction.

There are three categories of members: Full, Associate, and Affiliate. It is the responsibility of the graduate faculty in each division to elect its representative(s) to the Graduate Council, which acts for the faculty in matters relating to graduate work.

Only members of the graduate faculty may teach courses numbered 500 or above. Only Full and Associate members of the graduate faculty may chair thesis and examining committees. Dissertation committees must be chaired by Full members of the graduate faculty. Committees for final projects of professional-practice doctorates may be chaired by Full or Associate members, or by Affiliate members of the Graduate Faculty who meet all of the following qualifications:

- a. hold an appropriate doctoral degree; and
- b. have the appropriate professional qualifications; and
- c. hold the rank of at least assistant professor in a full-time position at The University of Alabama

Criteria for Full and Associate Members

The dean of each academic division has the responsibility of nominating members to serve on the graduate faculty. These nominees must meet the following criteria:

1. They must hold the PhD or other terminal degree, and must hold the rank of at least assistant professor in a full-time position.
2. Full and Associate members must demonstrate ability and continuing interest in the graduate program and in research or creative activity. Full members must show a strong, continuing record of productive research, publication, creative activity, and scholarly activity appropriate to the discipline. These broad requirements are best interpreted by each department and college in accordance with their written guidelines ("Standards for Graduate Faculty Status"). These guidelines of each academic unit address expectations regarding currency in the field and standards of successful mentorship within the context of their discipline. College/department criteria should also delineate the different expectations for Full versus Associate membership.
3. They must be recommended by the Full and Associate members of the departmental graduate faculty, department chairperson, and dean of the academic division, in accordance with the department's or college's Standards for Graduate Faculty Status. These nominations will then be acted upon by the dean of the Graduate School.

Criteria for Affiliate Members

Affiliate membership may be extended to well-qualified individuals, who do not satisfy the above criteria, to perform specific functions for specific time periods, not to exceed three calendar years. Minimum standards for Affiliate membership and the role Affiliate members may fill in a department's graduate program shall be outlined in the department's Standards for Graduate Faculty Status. Nominees must be recommended

by the departmental graduate faculty, department chairperson, and dean of the academic division. Nominations should address how the individual's qualifications meet the expectations of their role as Affiliate graduate faculty. These nominations will then be acted upon by the dean of the Graduate School.

Graduate Faculty Appointment Process

For Full and Associate membership: the department chair (or their designee) sends the dean of the college an appointment request for Full or Associate graduate faculty status. The department attaches the individual's current curriculum vitae to the request. The dean of the college (or their designee) reviews the request and, if approved, forwards the request to the dean of the Graduate School (or their designee). The Graduate School reviews the request and responds to the college, the department, and the graduate faculty nominee.

For Affiliate membership: the department chair (or their designee) sends the Graduate School an appointment request for Affiliate graduate faculty status. The department attaches the individual's current curriculum vitae to the request. The dean of the Graduate School or their designee) reviews the request and responds to the college, the department, and the graduate faculty nominee.

In all cases where the membership qualifications are not clear from the nominee's curriculum vitae, the nomination must include a paragraph of justification to demonstrate that the nominee meets the department's or college's Standards for Graduate Faculty Status at the requested level (Full, Associate, or Affiliate).

Graduate Faculty Appointment of Faculty or Staff in Administrative Roles

Faculty or staff members currently on administrative appointments, or returning to the faculty from such appointments, are eligible for Full or Associate membership on the graduate faculty. They should show, at a minimum, promise of satisfying the appropriate departmental and University membership criteria. The individual's record of teaching, research, and graduate mentorship before becoming an administrator should be considered.

Graduate Faculty Appointment of Retired Faculty

After a graduate faculty member retires, the graduate faculty member may need to continue to serve as a chair or member of students' thesis or dissertation committees and/or to perform other specific functions. For this reason, members of the graduate faculty are automatically permitted to retain the graduate faculty status that they hold upon retirement, for up to three years after retirement. After that point, retired graduate faculty members may be appointed as Affiliate members of the graduate faculty, with terms of one to three years, for as long as needed, for this purpose and/or to perform other specific functions. The nomination and appointment procedures for these Affiliate appointments are the same as those adopted by the academic unit and the University.

Graduate Faculty Appointment in Multiple Departments

To accommodate the full breadth of UA's expertise as well as to facilitate the establishment of interdepartmental and/or interdisciplinary student committees, it is permissible that individuals be appointed as Full or Associate graduate faculty in multiple departments, to teach graduate courses and/or serve on graduate thesis/dissertation committees. The appointment process follows the regular Graduate Faculty Appointment Procedure, with the department chair initiating the request for an appointment. The type of appointment will depend on each department's criteria and their regular appointment procedures. In cases in which the faculty member has no contractual effort assigned in the department in which the Full or Associate appointment is requested, the chair's

request for an appointment must include confirmation that the request is supported by the chair(s) of the faculty member's home department(s).

Secondary graduate faculty appointments are initiated by the secondary department and with the approval of the home department.

Graduate Faculty Appointment in UA System

UA has several graduate programs that operate jointly with the University of Alabama-Huntsville and/or the University of Alabama-Birmingham. For these programs, faculty or research staff who have been approved for graduate faculty status at their home institution may be nominated as joint graduate faculty at The University of Alabama. In order that our joint graduate programs may operate seamlessly, these faculty shall exercise all the rights and privileges of a UA member of the graduate faculty at the corresponding level (e.g., Full joint graduate faculty members may direct doctoral committees at UA). The nomination process for joint graduate faculty shall follow the same procedures as outlined above for UA faculty and staff.

Terms of Appointment

Once appointed, Full and Associate graduate faculty membership is continuous as long as the graduate faculty member continues to meet the department's written standards for professional currency and graduate mentorship ("Standards for Graduate Faculty Status").

Review of Graduate Faculty Membership

During the normal course of annual review, Department Chairs will affirm that Full or Associate graduate faculty members continue to meet the department's written standards for professional currency and graduate mentorship ("Standards for Graduate Faculty Status").

Revocation of Graduate Faculty Status

A member of the graduate faculty of the University of Alabama may have their graduate faculty status changed or revoked if they fail to meet the department's Standards for Graduate Faculty Status. Specific criteria related to the change or revocation of graduate faculty status shall be outlined by each department or college in their Standards for Graduate Faculty Status, and shall be based on two general criteria:

1. Professional currency and/or research productivity, as defined by the department. Generally, a department would provide one or two years of warning to a faculty member before proceeding with revocation of graduate faculty status.
2. Record of successful graduate mentorship.

Revocation may occur when a faculty member fails to fulfill the responsibilities of a member of the Graduate Faculty to teach graduate student(s) effectively, in a civil, professionally appropriate manner, to do scholarly research and creative work of high quality or remain active in the practice of the profession, and to direct the research/professional development of graduate student(s) so that they progress toward graduation in a timely manner appropriate to the field. Failure to teach graduate students effectively and/or to direct the research and professional development of graduate student(s) also includes any acts listed in the Faculty Handbook "Code of Conduct and Standards of Behavior."

The department chair or graduate program director may initiate the review process at the unit level. The unit may recommend revocation of graduate faculty status by a two-thirds majority vote of the Full and Associate graduate faculty members in the department, or a two-thirds majority vote by an elected committee of the unit, or another process agreed upon within the college, depending on the unit's particular governance policies. This recommendation shall be forwarded to the

college dean, who shall issue a recommendation to the Graduate School. The recommendation will then be acted upon by the dean of the Graduate School.

In exceptional cases, revocation of graduate faculty status may also be initiated by the Dean of the college, the Dean of the Graduate School, the Provost, or the President.

Faculty may request to be reinstated to the Graduate Faculty at such time as the issues related to the earlier revocation have been resolved. The process is the same as for initial appointment to the Graduate Faculty.

Graduate Faculty Database

A current list of all members of the Graduate Faculty is available online. It includes each faculty member's name, department, appointment type, other graduate role and, if applicable, end-of-appointment date.

College of Arts and Sciences

The College is committed to leadership in pedagogical innovation and the use of technology to further student learning. It values the traditional residential campus and is dedicated to providing an array of stimulating learning communities where students may grow personally and intellectually. The discovery and sharing of knowledge is at the heart of our enterprise. The College is committed to leadership in the creation, dissemination, and application of knowledge and the preparation of future scholars. It accomplishes this by maintaining and enhancing both its nationally competitive faculty and its nationally ranked graduate and undergraduate programs.

Learning and quality-of-life are interrelated. As the state's largest liberal arts college, the College of Arts and Sciences is central to the cultural, intellectual, and social life on campus and in the community, state, and region. It contributes fundamentally to the economic development of the state through teaching, creative activity, research, and outreach.

The College holds to the principle that knowledge must serve humanity and our environment, and it is dedicated to global responsibility, justice, and ethics.

Department of American Studies (p. 265)

Department of Anthropology (p. 267)

Department of Art and Art History (p. 278)

Department of Biological Sciences (p. 285)

Department of Chemistry and Biochemistry (p. 304)

Department of Communicative Disorders (p. 315)

Department of Criminology Criminal Justice (p. 320)

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Department of Political Science (p. 407)

Department of Psychology (p. 413)

Department of Religious Studies (p. 425)

Department of Theatre and Dance (p. 429)

Department of American Studies

- Major
- American Studies, MA (p. 265)

AMS500 Internship

Hours 1-3

An internship opportunity that combines independent study and practical field work focusing on a particular problem or topic related to American culture and experience. Recent examples include internships in museum management, historic preservation, archaeological research, television production, category fiction, promotion of academic programs, documentary television, academic public relations, with Alabama Heritage and Louisville magazines, and with the Paul Bryant Museum.

AMS507 Landscapes of the South

Hours 3

This seminar explores the cultural, social, and natural ecology of the Mississippi watershed from St. Louis to the Gulf Coast. This interdisciplinary American Studies course examines the river dubbed "the Body of the Nation," its history, cultural geography, and geophysical ecology. Through readings in history, literary accounts, and artistic expressions, we explore effects of human interventions in nature and nature's impact on the course of human events.

[View All Courses](#)

American Studies, MA

The Master of Arts program in American Studies is designed to enable students to examine American culture from a broad, interdisciplinary perspective, combining basic cultural studies with advanced professional training. Drawing on the graduate resources of the University at large, students develop individually tailored programs of coursework that reflect their own interests.

Our graduates have used the MA in American Studies as preparation for positions in journalism, public relations, library service, historical preservation, community organizing, private foundation work, law, and education, among other fields.

Admissions

A student interested in pursuing a master's degree in American Studies must first apply for admission to the Graduate School and satisfy the school's minimum requirements as stated in the catalog. Scores from the Graduate Record Examination are not required for the application.

Applications must include a statement of purpose that explains the specific academic interest in the program. The applicant should outline their expected outcomes after earning a master's degree in American Studies such as goals for employment or for further academic study. Applicants must also address one or more explicit aspects of American culture that they would like to pursue (for example: media representations of Americans abroad; race or gender roles in Broadway theater; the music of political protest movements). Applicants may also want to specify department faculty with whom they would like to work. A basic undergraduate background in American culture (literature, history, and

political thought) is preferred, but is not a prerequisite for admission to the program.

The application must include a writing sample (approximately 15 pages) and letters of recommendation from evaluators who can speak to the candidates' academic potential, especially regarding research experience, understanding of theoretical concepts, classroom participation, and the overall quality of work performed.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Candidates for the master's degree must earn a minimum of 30 semester hours of coursework credit and pass the comprehensive examination or complete a culminating or "capstone experience" as described under the Comprehensive Examinations section below.

Students must also create and complete a year-long research project of their own design (under AMS 595 and AMS 596) that usually culminates in a major analytical paper.

Code and Title		Hours
Required Courses		
AMS 592	American Topic Seminar	6
AMS 585	American Experience to 1865	3
AMS 595	Ams Colloquium: Res & Methods	3
AMS 596	Ams Colloquium: Scholarly Writ	3
Elective Courses		15
Electives selected with Advisor Approval		
AMS 500	Internship	
AMS 505	Directed Study	
AMS 506	Directed Study	
AMS 507	Landscapes of the South	
AMS 512	On The Road	
AMS 516	American Environmental Thought	
AMS 521	Writer & Artist in America	
AMS 522	Popular Culture in America	
AMS 523	The Roots of American Music	
AMS 529	American between the Wars	
AMS 530	Special Topics	
AMS 531	Studies In Pop Culture	
AMS 532	Studies In The Arts	
AMS 536	Studies Social Experience	
AMS 539	Urban Spaces	
AMS 545	The "Good War"	
AMS 565	Fictions of American Identity	
AMS 589	Approaches Teaching AMS	
Comprehensive Exam		
Total Hours		30

A student may take up to 9 hours outside the department, choosing a single disciplinary or cognate area (literature, history, broadcast and film, women's studies, journalism, the South, etc.) or two minor areas. Most students, however, choose a focus within American Studies.

Transfer Credit

Please refer to the Graduate School link on transfer credit.

Accelerated Master's Program

The Accelerated Master's Program is intended for gifted and highly motivated candidates for bachelor's degrees at The University of Alabama whose objectives include a degree in American Studies at the master's level. Qualified students apply to begin graduate study in their senior year. Undergraduates taking graduate level courses are expected to meet the same academic standards as the graduate students in the course. Although AMP students will typically complete the requirements for the bachelor's degree prior to the graduate degree, such a program may lead to simultaneous completion of requirements for both graduate and bachelor's degrees. A student may enroll in only one AMP program.

AMP students are classified as undergraduates until they complete the requirements for their undergraduate degrees, and therefore may not hold graduate assistantships until their classifications are changed to graduate status. At that time, AMP students will also become eligible for graduate fellowships and scholarships.

Applicants to the Accelerated Master's Program (AMP) in American Studies are not required to submit an admission test score.

Please refer to the Graduate School link on accelerated masters programs.

Comprehensive Examination/Capstone

Each candidate for the Master of Arts degree in American Studies will write a comprehensive examination designed to reflect the individual's program. The comprehensive examination is intended as an integrating, synthesizing experience that enables the student to draw together the various component areas of his or her course of study. The results of the examination should attest to the student's acquisition of an interdisciplinary perspective, as well as an understanding of American culture as a whole. The grading of exams is as follows: Distinction, High Pass, Pass, and Fail.

Internship Requirements

An internship opportunity combines independent study and practical field work focusing on a particular problem or topic related to American culture and experience. Recent examples include internships in museum management, historic preservation, archaeological research, television production, category fiction, promoting academic programs, documentary television, academic public relations, with Alabama Heritage and Louisville magazines, and with the Paul Bryant Museum.

A student must have the approval of an American Studies faculty supervisor as well as from the onsite supervisor, who will outline the duties and outcomes of the internship. After the completion of the internship, a final report must be submitted to the faculty supervisor.

AMS 500 may be taken for 1-3 credit hours.

Plan I - Thesis Process Requirements

The master's degree program in American Studies does not require the completion of a thesis.

Plan II - Non-Thesis Process Requirements

The non-thesis process requirements are outlined in the Curricular Requirements. These encompass the completion of 30 total credit hours, which include 6 hrs. of seminars (AMS 592), 6 hrs. of a two-semester sequence of the research colloquium (AMS 595 and 596), and a comprehensive examination.

Time Limits for Degree Completion Requirements

Please refer to the Graduate School link on degree requirements. (p. 15)

Student Progress Requirements

Students must meet with the Director of Graduate Studies each semester for registration and to check on their academic progress.

Academic Misconduct Information

Please refer to the Graduate School link on academic misconduct. (p. 7)

Withdrawals and Leaves of Absence Information

Please refer to the Graduate School link on withdrawals and leaves of absence. (p. 244)

Academic Grievance Information

Please refer to the Graduate School link on academic grievance procedures (p. 255).

Grades and Academic Standing

Please refer to the Graduate School link on grades and academic (p. 28) standing.

Graduate School Deadlines Information

Please refer to the Graduate School link on deadlines.

Application for Graduation Information

Please refer to the Graduate School link on applying for graduation. (p. 15)

Acquiring Assistantship Funding

The Department offers graduate teaching assistantships to qualified applicants. Financial support is usually guaranteed for the two years of the master's program for students who maintain good academic standing and continual enrollment in the program.

Fellowship Nominations

Exceptional applicants may be nominated by the Department's Director of Graduate Studies and the AMS Graduate Admissions Committee for UA fellowships. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits at least commensurate with those provided through GTA support.

Performance Expectations for Students Receiving Financial Support

Students receiving financial support must remain in good academic standing in the American Studies MA program. Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or other preparative responsibilities.

Conditions for Termination of Financial Support

Dereliction of duty. Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record, or failure to satisfactorily complete all activities associated

with the funded position as defined by the instructor of record or their designee and the student's departmental memorandum of appointment.

Loss of good academic standing. Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the Director of Graduate Studies. This review will determine whether the student should continue to receive financial support and/or be dismissed from the program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered prior to the end of the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.

Resolved finding of Academic Misconduct. Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.

Department of Anthropology

- Majors
 - Anthropology, MA (p. 268)
 - Anthropology, PhD (p. 272)
 -
- Graduate Certificates
 - Museum Studies (p. 277)

Chair

- Jason DeCaro

Graduate Program Director

- Christopher Lynn

Professors

- Jason DeCaro
- Marysia Galbraith
- Christopher Lynn
- Lisa Pawloski

Associate professors

- Elliot Blair
- Cameron Lacquement
- Sonya Pritzker
- Diane Tober
- Alexandre Tokovinine

Assistant professors

- Rachel Cajigas
- Katherine Chiou
- Courtney Helfrecht
- Stephanie McClure

Professors emeriti

- James Bindon
- John Blitz
- Ian Brown
- William Dressler
- Keith Jacobi

- Vernon J. Knight
- Lisa LeCount
- Kathryn Oths

Museum Studies Program

- John Abbott
- William Bomar
- John Friel

ANT501 Theory and Method in Linguistic Anthropology

Hours 3

Advanced introduction to contemporary linguistic anthropology: explores various theoretical and methodological approaches to the study of language as a semiotic resource for social actors and communities.

ANT502 Health Inequities

Hours 3

Explores the gendered, ethnic, cultural, and class dimensions that underlie the patterning of disease and illness worldwide, with attention to the long-term health effects of racism, sexism and poverty. Topics include reproductive and sexual health, obesity, body image, HIV/AIDS, mental illness, homelessness, and more.

MUSM500 Museum Internship

Hours 3

This course is normally taken near the end of the museum studies program after the majority of other required courses have been completed. For the internship, students will develop a project proposal for a 40-hour unpaid internship at a host museum of their choice. Once the proposal is approved by the MUSM Internship Coordinator and MUSM Chair, students will complete the internship at their chosen host museum and be evaluated by their host museum supervisor and MUSM Internship Coordinator.

Prerequisite(s): Enrollment in the MUSM program, completion of at least two of the required courses (MUSM 501, MUSM 502, and MUSM 503), Academic Advisor's approval of the internship proposal, and MUSM Administrator's approval of the internship proposal.

MUSM501 Museum Administration

Hours 3

This course utilizes case studies, analysis of timely topical issues, and problem-based learning exercises to explore many facets of museum studies relevant to administration and management in not-for-profit museums of various types (art, history, natural history, or science/technology). Intended for students considering a career in arts administration, or museums specifically, this course provides an inter-disciplinary introduction to museum work. Students will gain an understanding of the history and philosophy of museums, the role of museums in society, collecting policies, governance, strategic planning, budgeting, grant-writing, museum ethics, multicultural issues, and legal issues in museums. Behind-the-scenes visits to museums and guest speakers will be included.

[View All Courses](#)

Anthropology, MA

The Department of Anthropology has offered an award-winning master's degree program since the early 1950s. This is a research degree offered in all four fields of anthropology. Anthropology seeks to understand the nature and origins of human diversity. The preferred approach is holistic of humanity. The discipline draws freely from other fields of study

in the humanities, natural sciences, and social sciences. A four-field approach is taken in the MA program, embracing archaeology, biological anthropology, linguistic anthropology, and sociocultural anthropology.

With strong training in research methods, application, and theory, our MA program is appropriate both for students intending to continue on the PhD, and for those who will enter careers that require only the master's. For this reason, we do not consider our program a "terminal master's degree." Roughly half of the student admitted into our PhD program each year are graduates of our own MA program.

Upon initial contact, the Department provides a faculty sponsor for each incoming student. This faculty member will become the student's provisional advisor until a faculty member willing to serve as permanent advisor is identified. Students will initially pursue their curriculum under the guidance of this advisor and the Director of Graduate Studies. There are a number of general requirements that all students must fulfill to earn the MA degree.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. A statement of purpose that outlines, identifies, and explains the following:
 - One personal and one professional goal and how it relates to anthropology
 - Why the UA Anthropology program is best suited to help applicants achieve those goals
 - Two UA Anthropology faculty members who are suited to mentor the applicants
 - Any gaps or inconsistencies in the applicant's academic record (it is acceptable to have them, but they should be explained)
2. Three (3) letters of recommendation from individuals (typically professors) who are in a position to evaluate the applicant's academic potential to achieve the outlined goals

Students may submit additional supporting materials (e.g., a curriculum vita, writing sample) if they wish. These are highly recommended.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

For the MA degree, each student must complete a minimum of 36 credit hours in courses numbered 500 or above. This includes five required courses: Research Design (ANT 600), Culture (ANT 641), Prin Biological Anthropology (ANT 670), Linguistic Anthropology (ANT 501), and Theory & Method In Archaeology (ANT 603). Research Design (ANT 600), Culture (ANT 641), and at least one additional core seminar must be completed during the first year. The goal of these required courses is to establish a foundation of knowledge in all four subfields of the discipline and in basic research design. For students completing Plan I, during the second year in residence, the student must enroll in at least 6 hours of Thesis Research (ANT 599). The purpose of this coursework is to provide a structure for supervised contact hours with the student's faculty advisor. Such coursework, including the decision as to the number of contact hours required, must be pre-arranged in consultation with the faculty advisor. Without special prior approval of the student's advisor, and the Director of Graduate Studies, Individ Investigations (ANT 598) will not count toward the required hours. Students are also required to enroll in 1 hour of Discussions in Anth Practice (ANT 500) each semester in the program. ANT 500 does not count toward the required hours.

Plan I: Thesis Track

Code and Title	Hours
Research Design	3
ANT 600 Research Design	
Subfield Cores	12
Take each of the following courses:	
ANT 501 Linguistic Anthropology	
ANT 603 Theory & Method In Archaeology	
ANT 641 Culture	
ANT 670 Prin Biological Anthropology	
Thesis Hours	6
ANT 599 Thesis Research	
Electives Courses	15
All master's students must take at least five elective courses at the 500 level or above, typically in the Department of Anthropology. The sample courses listed below do not represent an exhaustive list. Furthermore, students may count relevant courses outside the Department with explicit prior approval of the student's primary advisor and Director of Graduate Studies.	
ANT 502 Health Inequities	
ANT 505 Culture, Mind, and Behavior	
ANT 506 Biocultural Bodies	
ANT 507 Psychological Anthropology	
ANT 509 Ancient Maya Civilizations	
ANT 510 Ethnography of Communication	
ANT 511 Culture Health & Healing	
ANT 512 Anthropology of Europe	
ANT 514 Anthropology of Africa	
ANT 519 Myth, Ritual, And Magic	
ANT 521 Ethnography	
ANT 522 Archaeological Ethics	
ANT 523 Legal Anthropology	
ANT 525 GIS for Archaeologists	
ANT 527 Radiocarbon for Archaeologists	
ANT 528 Analytical Archaeology	
ANT 533 Geoarchaeology	
ANT 534 Archaeology of Food	
ANT 543 Adv Field Archaeology	
ANT 545 Historical Archaeology	
ANT 550 Probs In Anthropology	
ANT 562 Ancient Andean Civilizations	
ANT 564 Paleoethnobotany	
ANT 574 Neuroanthropology	
ANT 575 The Plastic Human	
ANT 576 Nutritional Anthropology	
ANT 581 Anthropology is Elemental	
ANT 601 Advanced Research Methods	
ANT 602 Qual Methods ANT	
ANT 604 Sem Archaeology Complex Society	
ANT 610 Theory Method Medical Anthropol	
ANT 612 Sem Biocultural Anthropology	
ANT 621 Native Americans Ethnohy Persp	

ANT 640 Landmarks Anthropological Research	
Total Hours	36

Plan II: Project Track

Code and Title	Hours
Research Design	3
ANT 600 Research Design	
Subfield Cores	12
Take each of the following courses:	
ANT 501 Linguistic Anthropology	
ANT 625 Survey History Archaeology	
ANT 641 Culture	
ANT 670 Prin Biological Anthropology	
Elective Courses	21
All master's students must take at least seven elective courses at the 500 level or above, typically in the Department of Anthropology. The sample courses listed below do not represent an exhaustive list. Furthermore, students may count relevant courses outside the Department with explicit prior approval of the student's primary advisor and Director of Graduate Studies.	
ANT 502 Health Inequities	
ANT 505 Culture, Mind, and Behavior	
ANT 506 Biocultural Bodies	
ANT 507 Psychological Anthropology	
ANT 509 Ancient Maya Civilizations	
ANT 510 Ethnography of Communication	
ANT 511 Culture Health & Healing	
ANT 512 Anthropology of Europe	
ANT 514 Anthropology of Africa	
ANT 519 Myth, Ritual, And Magic	
ANT 521 Ethnography	
ANT 522 Archaeological Ethics	
ANT 523 Legal Anthropology	
ANT 525 GIS for Archaeologists	
ANT 527 Radiocarbon for Archaeologists	
ANT 528 Analytical Archaeology	
ANT 533 Geoarchaeology	
ANT 534 Archaeology of Food	
ANT 543 Adv Field Archaeology	
ANT 545 Historical Archaeology	
ANT 550 Probs In Anthropology	
ANT 562 Ancient Andean Civilizations	
ANT 564 Paleoethnobotany	
ANT 574 Neuroanthropology	
ANT 575 The Plastic Human	
ANT 576 Nutritional Anthropology	
ANT 581 Anthropology is Elemental	
ANT 601 Advanced Research Methods	
ANT 602 Qual Methods ANT	
ANT 603 Theory & Method In Archaeology	
ANT 604 Sem Archaeology Complex Society	
ANT 610 Theory Method Medical Anthropol	
ANT 612 Sem Biocultural Anthropology	

ANT 621	Native Americans Ethnohy Persp	
ANT 640	Landmarks Anthropogcl Resear	
Total Hours		36

*ANT 599 Thesis Research will not count towards the MA if a student switches to the non-thesis (Plan II) degree option.

Dual Degree in Anthropology and Health Education & Promotion (MA/MPH)

In conjunction with the Department of Health Science in the College of Human Environmental Sciences, we offer an MA in Anthropology / Master of Public Health dual degree program. This program blends excellent graduate education in biocultural medical anthropology with rigorous, applied preparation in public health education and promotion. We produce graduates versed in assessment of and engagement with health as a biocultural phenomenon, and trained to engage multiple levels of the social ecology of health. Admission to both the Anthropology MA and the Health Education & Promotion MPH programs are required to pursue the dual degree.

For additional details regarding dual degree program requirements, please see the Health Education & Promotion MPH catalog entry (p. 716).

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program

Graduate School information on the Accelerated Master's Program (p. 7).

Comprehensive Exam / Capstone

Plan I - Thesis Capstone Requirement

Students completing their MA requirements under Plan I must present and orally defend their thesis to their entire committee. Additionally, students are expected give a public presentation based on the results of their research. These two requirements may be completed jointly or separately. The formal defense can be open or closed to the public at the discretion of the student and advisor.

Plan II - Project Capstone Requirement

Students completing their MA requirements under Plan II must submit a project by April 1 of their second year. The project will be developed in conjunction with the student's advisor and project committee. If a capstone project is not deemed satisfactory by the committee, the student will have until August 15 to revise. If the student cannot produce a satisfactory project by August 15, they will be removed from the MA program.

Plan I - Thesis Process Requirements

Students completing their degree under Plan I are required to conceive and execute a research project under the direction of their MA committee.

By the start of the second semester of academic work, each graduate student will be required to have identified a faculty member willing to serve as permanent advisor. Students must also name at least two additional faculty members in the Dept. of Anthropology to comprise an MA Committee, which will function as an advisory and research project approval board. The committee must include a representative from at least three of the four subdisciplines of anthropology. Students must also identify an external member of the Graduate Faculty to serve on the thesis committee. Under most circumstances, the external committee

member should be chosen from faculty within the University in other departments or divisions. However, under some circumstances, it may be appropriate to invite a faculty member from another university to serve as the outside member. Approval for such action must be obtained in advance from the Director of Graduate Studies, and it is incumbent on the student and their advisor to complete the paperwork necessary to obtain a temporary appointment of the outside member to the Graduate Faculty of the University. In most cases, an outside member from another university should not be an anthropologist. Exceptions to this rule can be granted under compelling circumstances and requires the consent of both the advisor and the Director of Graduate Studies. Committee appointments should be submitted to the Department by February 1 of the student's first year.

Students must submit a completed draft of a research project proposal to their advisor and the Director of Graduate Studies by April 1 of the second semester in residence. Students who do not submit a draft thesis proposal by this deadline will be switched to the Plan II Non-thesis track. The thesis proposal must be approved by the thesis committee by the end of the second semester of study. A thesis draft that is approved by the MA advisor must be distributed to the student's committee two weeks before a scheduled defense. The student's advisor will convene the committee as necessary to discuss, refine, and approve the proposal. With the consent of the advisor and committee, the deadline for final approval of the proposal may be extended beyond the second semester of study, to a date no later than October 15 in the third semester of study. If by October 15 the thesis committee has not approved the proposal, the student will automatically be switched to the Plan II Non-thesis track.

With the recommendation of the chair of a student's MA committee, a student may write a Journal-Format Master's Thesis. This is to be a minimum 8,000 word document designed for a specific peer reviewed journal. The student's committee must accept beforehand the decision for the student to write a Journal-Format Master's Thesis and approve the target journal. If the journal accepts fewer words, the student still needs to write 8,000 words, which includes introductory material, references, and appendices. The student can subsequently modify the manuscript to satisfy the journal in question. The Journal-Format Master's Thesis must also follow all Graduate School rules and regulations for a thesis of this type.

Students will work with their advisor to meet deadlines. Under extraordinary circumstances, students can petition the Department of Anthropology Graduate Committee for short extensions.

Plan II - Project Process Requirements

Students in the Department of Anthropology who elect to pursue a Plan II MA will identify an advisor and at least two additional committee members (representing at least 3 of the four subfields in anthropology). The advisor should be identified by the beginning of the second semester of academic work.

Formal documentation of the committee membership must be submitted (using an internal Department of Anthropology form) to the Director of Graduate Studies by April 1 of the student's first year in the program or within two weeks of switching from Plan I to Plan II.

The Plan II committee will be responsible for 1) advising the student in their course selection; 2) advising the student in the structure and content of their capstone project, which may include a portfolio drawn from coursework demonstrating familiarity with the four major subfields of anthropology; and 3) evaluating the capstone project.

The capstone project will be submitted to the student's committee and to the Director of Graduate Studies by April 1 of the student's second year

in the program. By April 15 the committee will rate the capstone project as either pass or fail and the committee chair will report the result to the student and the Director of Graduate Studies. If a capstone project is not deemed satisfactory by the committee, the student will have until August 15 to rewrite. If the student cannot produce a satisfactory project by August 15, they will be removed from the MA program.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

All students must make continuous satisfactory progress while enrolled in the Department of Anthropology graduate program. Students should schedule to meet with their advisor at the beginning of each semester to outline goals and objectives for the semester. All students will complete and submit online an annual Graduate Student Activity Report (SAR). The SAR is a checklist of the scheduled requirements for completion of the degree, covers non-degree accomplishments such as papers published or presented, and includes space for a brief written evaluation and expectations for the following year. All students should take this form seriously and must complete this form by March 1.

SAR responses will be shared by the Director of Graduate Studies with the student's advisor. The advisor will review the SAR and rate the student as either 1) exceeds expectations, 2) meets expectations, or 3) fails to meet expectations. Both academic and nonacademic factors will be considered. The student must meet with their advisor to discuss their progress and rating. A signed copy of the SAR and the advisor's evaluation must be submitted to the Director of Graduate Studies and the Department Chair annually by April 1.

Students on assistantships will also receive a review of their progress from their supervisor each semester. The student's progress toward degree completion, advisor's review, and the supervisor's reviews will be considered when making decisions for continuation of assistantship funding.

Advisor Evaluation Criteria:

- **Exceeds Expectations:** The student has an overall GPA of 3.0 or higher, met stated goals and objectives for the year, made satisfactory research progress commensurate with time in the program, completes all research tasks in an ethical manner, follows standard and established research protocols, and has accomplished one or more of the following:
 - a. Presentation of research at an academic meeting (e.g., state, regional, national, international conferences).
 - b. Submission of a research proposal for funding external to the University.
 - c. Received an honor or award reflecting outstanding achievement.
 - d. Submission/acceptance/publication of a research manuscript.
- **Meets Expectations:** The student has an overall GPA of 3.0 or higher, met stated goals and objectives for the semester, made satisfactory research progress commensurate with time in the program, follows standard and established research protocols, and completes all research tasks in an ethical manner.
- **Fails to Meet Expectations:** The student is **NOT** meeting one of the following expectations:

- a. Maintained a GPA above 3.0
- b. Met stated goals and objectives for the semester,
- c. Made satisfactory research progress commensurate with time in the program, or
- d. Completed all research tasks in an ethical manner.

Students who fail to meet expectations will be placed on probation and have one semester to improve their evaluation to a meets/exceeds expectations rating. If the student fails to improve their rating, the student may be dismissed from the program. The final decision to dismiss a student will be made by the Department Chair, acting on the advice of the advisor and the Department of Anthropology Graduate Studies Committee.

Academic misconduct and non-academic failure are also reasons requiring a student to be deemed to be failing to meet expectations. Depending on the violation, academic misconduct or non-academic failure may result in probation or immediate dismissal from the program.

• Academic Misconduct

The Department of Anthropology will not tolerate academic misconduct.

Should the Dean or Academic Affairs Officer find the student guilty of Academic Misconduct (p. 7), the department may review the student's record and dismiss the student from their program of study.

• Non-Academic Failure

Definition of Non-academic Failure: Non-academic failure occurs when a student is dismissed from the program for reasons to do with their ethical or professional conduct rather than academic performance. Examples include (but are not limited to) plagiarism, falsifying data, lying or cheating, acting maliciously against others, serious breaches of collegiality, and violating the principles and codes of conduct of the University of Alabama and the major disciplinary societies, including the American Anthropological Association, the Society for American Archaeology, and the American Association of Biological Anthropologists.

Graduate School information on Student Progress (p. 15).

Additional Academic Requirements

Throughout the year departmental colloquia are held, including special presentations by anthropologists and other scholars from outside the university; presentations of current research by departmental faculty and faculty from other schools and divisions; and presentations of current research by graduate students. Attendance at departmental colloquia is mandatory.

Language/Research Skill Competency

Each student is required to demonstrate competency in a foreign language or research skill. This requirement may be satisfied in one of several ways, including:

- successful completion (meaning a grade of B or better) of at least the second course in a language course sequence such as FR 101/FR 102, GN 101/GN 102, or SP 101/SP 102; or,
- successful completion of a language course designed to demonstrate reading proficiency such as Read Proficiency Spanish (SP 503); or,
- certification of competency by examination from the appropriate language department (language exams are administered by the Department of Modern Languages and Classics and are given once per semester); or,
- successful completion of a graduate level statistics course; or,

- other specialized research competency, contingent on the approval of the Director of Graduate Studies.

Students must receive the approval of their advisor before undertaking any of these options. The student will be responsible for furnishing evidence of completion of this requirement to the Director of Graduate Studies and the Department Chair.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

All students in the program are eligible for funding via .5 FTE (Full Time Equivalent) Graduate Teaching Assistantships (GTAs). These carry a 9-month stipend determined by the University on an annual basis, plus payment of tuition, and funds that may be applied to the purchase of optional University-provided health insurance (note: the purchase of insurance is mandatory for international students). On occasion, the Department will split a .5 GTA into two .25 GTAs, which then pay a 9-month stipend at half the rate established for a .5 GTA, plus 50% of tuition and 50% of the cost of optional health insurance. Students holding a .5 FTE GTA are limited to registering for 9 credit hours of graduate study per semester (not including ANT 500, the weekly departmental colloquium).

GTAs are assigned duties by the Department. Duties can include direct student teaching and assisting professors in instruction. GTAs are responsible for providing relevant feedback and documentation when contacted by departmental staff to guarantee initiation of their stipend payments. In addition, the Graduate School hosts a compulsory workshop for all new GTAs. The workshop is ordinarily scheduled for a two-day period during the week before fall classes begin.

Additional GTA openings for non-academic departments are listed on the Student Jobs website. Work study positions may be available for students who qualify for the Federal Work Study Program through the Financial Aid Office.

Faculty in the Anthropology Department also may fund graduate students as Graduate Research Assistants (GRAs), financed by externally sponsored research these faculty are conducting. GRA stipend and benefit levels may vary from those of GTAs. GRA responsibilities vary widely. When a GRA is offered, the supervising faculty member will notify the student of provisions of the offer and requirements if the offer is accepted. Selection of students for GRAs is separate from the process of awarding GTAs, as GRA offers are made by individual faculty.

All students applying to the MA program will be considered for funding. Funding decisions are made by the Graduate Studies Committee. The Committee considers all information in the student's record, including GPA, recommendations, statement of purpose, and other features of the student's undergraduate and graduate record. Students are ranked based on these criteria, and available funds are distributed based on that ranking.

Funds are re-allocated on a yearly basis. For continuing MA students, funding decisions are made at the end of the first year. Decisions to continue funding a student are made based on the student's performance during the year (as evidenced by their grades and the reports of faculty), completion of a thesis proposal (if completing the degree under Plan 1), and the availability of funding.

Students in the MA program are also eligible to be funded through Graduate School fellowships. Nominations for these fellowships are determined by the Graduate Director in consultation with the Graduate Committee and Department Chair. For students applying to the programs, all student application materials are important sources of information in crafting nomination letters.

Anthropology, Ph.D.

The Doctor of Philosophy program is characterized by two distinct foci: 1) The Archaeology of Complex Societies, pertaining to the emergence and spread of early civilizations in the Americas; and 2) Biocultural Medical Anthropology, the study of the influence of social relations and culture on psychological and biological dimensions of wellbeing. Our goal is to produce PhD graduates who will have acquired skills that will make them highly marketable for both academic and applied positions. Besides a cutting edge, in-depth knowledge of theory and literature in their specific subject area, students will acquire necessary skills such as teaching and grading experience, statistical competence, familiarity with numerous computer programs, grant writing ability, and foreign language reading facility. Students will have conducted firsthand research in their specific emphasis. For archaeologists this will require knowing excavation and mapping techniques, artifact analysis, GIS (geographic information systems) and other computer mapping capabilities, and familiarity with museum cataloging systems. For biocultural medical anthropology students, the skills learned for their research will include interviewing, participant observation, research design, physical and physiological measurement techniques, as well as SPSS, Anthropac, and programs for qualitative data analysis.

The UA program boasts certain unique qualities that set it apart. One advantage is proximity to Moundville Archaeological Park, a world-class archaeological site. The Moundville site is owned by UA in an arrangement that is virtually unique in the nation; moreover, the site is only 17 miles from the Tuscaloosa campus. Additionally, we offer biocultural perspectives from cultural anthropology, biological anthropology, linguistic anthropology, psychological anthropology, and public health.

The archaeological component of the PhD program focuses on the emergence, spread, and organization of complex societies. From an archaeological perspective, complex societies are the consequence of the transformation from hunting and harvesting to food production, from an economy that moves people to food to one that moves food to people. The social, political, and economic effects of this transformation produced social orders classified by archaeologists as chiefdoms, kingdoms or early states. At the time of contact with Europeans, complex societies were found throughout the Americas. Our archaeology interests center on North America (primarily the Southeastern US), Mesoamerica,

and Andean South America, three areas of the New World where ancient complex societies evolved.

The biocultural medical anthropology component of the doctoral program examines the interactions between sociocultural and biological determinants of wellbeing, especially regarding physical and psychological health states. Biocultural medical anthropology, a specific approach within the more general subfield of medical anthropology, strives to understand why people grow and develop as they do and why they may be at risk for health problems. Biocultural anthropologists attempt to use research findings for the benefit of communities, as well as care providers. It is part of the largest and fastest-growing subfield within anthropology and is increasingly relevant to research and training across a number of areas, from applied health sciences and transcultural psychiatry to epidemiology and community health development. The central feature of our approach is an effort to combine the biological and cultural aspects of medical anthropology. This biocultural perspective on health and illness is essential to the study of the topics in which the Department specializes: culture change and lifestyle influences on health, gender and mental health, and fetal and childhood growth and development, among others.

Admissions

The department of Anthropology only accepts applicants for the fall semester. The deadline for applications to the anthropology PhD program is January 15. Applications must be received prior to January 15 for admission the subsequent fall semester. The earlier the application is received, the more likely it is that financial aid can be awarded.

Students will apply to either track of our PhD program (Archaeology of Complex Societies or Biocultural Medical Anthropology) with the intention of working with a specific advisor. The relationship with the advisor will be one of mentorship as the student moves toward a mastery of the craft of original research and publication and gains familiarity with the role of a colleague.

Admission to our PhD program is open to those students who at the time of admission, will hold an MA in anthropology or a closely related field **and** a small number of applicants directly out of their undergraduate studies who qualify for a Master's En Route pathway. Typically, Master's En Route students already have substantial research experience. Please contact the Director of Graduate Studies to discuss which admissions pathway might be most appropriate for you.

Anyone interested in applying to either track of our PhD program is encouraged to contact the Director of Graduate Studies or Department Chairperson.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. A statement of purpose that outlines, identifies, and explains the following:
 - One personal and one professional goal and how it relates to anthropology
 - A detailed, theoretically sophisticated discussion of prospective dissertation research grounded in the anthropological literature
 - Why the UA Anthropology program is best suited to help applicants achieve those goals
 - Two UA Anthropology faculty members who are suited to mentor the applicants
 - Any gaps or inconsistencies in the applicant's academic record (it is acceptable to have them, but they should be explained)

2. Three (3) letters of recommendation from individuals (typically professors) who are in a position to evaluate the applicant's academic potential to achieve the outlined goals

Students may submit additional supporting materials (e.g., a curriculum vita, writing sample) if they wish. These are highly recommended.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

For the PhD program each student must complete 48 credit hours in courses numbered 500 or above. No more than 24 hours can be transferred from an MA program to the PhD program. PhD students are required to have taken graduate-level coursework in at least three of the four subdisciplines in anthropology. Knowledge of quantitative methods and other advanced research skills must also be obtained through the required seminar Advanced Research Methods (ANT 601). Additional requirements include two core courses, specific to the doctoral track. Doctoral students are required to take 6 hours of Individual Investigations (ANT 698), but no more than 6 hours may be applied toward the minimum coursework requirement. In addition to 48 hours of coursework, the degree requires a minimum of 18 semester hours of Dissertation Research (ANT 699), earned in accordance with the guidelines of the Graduate School. Prior to advancing to candidacy, each student is also required to enroll in 1 hour of Discussions in Anth Practice (ANT 500) each semester. ANT 500 will not count toward the required credit hours.

Archaeology of Complex Societies Focused Area of Study

Code and Title		Hours
Required Courses		9
ANT 601	Advanced Research Methods	3
ANT 603	Theory & Method In Archaeology	3
ANT 604	Sem Archaeology Complex Society	3
Directed Readings		6
ANT 698	Individual Investigations	1 to 9
Elective Courses		33
The sample courses listed below do not represent an exhaustive list. Furthermore, students are encouraged to consider relevant outside courses per approval of the student's primary adviser and director of graduate studies. Subject to policies listed under Transfer Credit below, up to 24 elective credits may be transferred from a previously earned MA.		
ANT 509	Ancient Maya Civilizations	3
ANT 522	Archaeological Ethics	3
ANT 525	GIS for Archaeologists	3
ANT 527	Radiocarbon for Archaeologists	3
ANT 528	Analytical Archaeology	3
ANT 533	Geoarchaeology	3
ANT 534	Archaeology of Food	3
ANT 543	Adv Field Archaeology	3
ANT 545	Historical Archaeology	3
ANT 550	Probs In Anthropology	3
ANT 562	Ancient Andean Civilizations	3
ANT 564	Paleoethnobotany	3
ANT 621	Native Americans Ethnohy Persp	3
ANT 640	Landmarks Anthropologcl Resear	3
ANT 641	Culture	3

ANT 670	Prin Biological Anthropology	3
Dissertation Research		18
ANT 699	Dissertation Research	1 to 15
Total Hours		66

Biocultural Medical Anthropology Focused Area of Study

Code and Title		Hours
Required Courses		9
ANT 601	Advanced Research Methods	3
ANT 610	Theory Method Medical Anthropol	3
ANT 612	Sem Biocultural Anthropology	3
Directed Readings		6
ANT 698	Individual Investigations	1-9
Elective Courses		33

The sample courses listed below do not represent an exhaustive list. Furthermore, students are encouraged to consider relevant outside courses per approval of the student's primary adviser and director of graduate studies. Subject to policies listed under Transfer Credit below, up to 24 elective credits may be transferred from a previously earned MA.

ANT 501	Linguistic Anthropology	3
ANT 502	Health Inequities	3
ANT 505	Culture, Mind, and Behavior	3
ANT 506	Biocultural Bodies	3
ANT 507	Psychological Anthropology	3
ANT 510	Ethnography of Communication	3
ANT 511	Culture Health & Healing	3
ANT 512	Anthropology of Europe	3
ANT 519	Myth, Ritual, And Magic	3
ANT 521	Ethnography	3
ANT 523	Legal Anthropology	3
ANT 550	Probs In Anthropology	3
ANT 574	Neuroanthropology	3
ANT 575	The Plastic Human	3
ANT 576	Nutritional Anthropology	3
ANT 581	Anthropology is Elemental	3
ANT 602	Qual Methods ANT	3
ANT 640	Landmarks Anthropologcl Resear	3
ANT 641	Culture	3
ANT 670	Prin Biological Anthropology	3
Dissertation Research		18
ANT 699	Dissertation Research	1-15
Total Hours		66

Dual Degree with a PhD in Anthropology and a Master of Public Health (PhD/MPH)

In conjunction with the Department of Health Science in the College of Human Environmental Sciences, we offer a PhD in Anthropology / Master of Public Health dual degree program. This program blends excellent graduate education in biocultural medical anthropology with rigorous, applied preparation in public health education and promotion. We produce graduates versed in assessment of and engagement with health as a biocultural phenomenon, and trained to engage multiple levels of the social ecology of health. Admission to both the Anthropology PhD

and the Health Education & Promotion MPH programs are required to pursue the dual degree.

For additional details regarding dual degree program requirements, please see the Health Education & Promotion MPH catalog entry (p. 716).

Transfer Credit

Twenty-four (24) semester hours can be transferred from an MA program to the PhD program. The Graduate School has specific policies on transfer of coursework from other institutions, and, if the full 24 hours of transfer credit are not accepted, the student will have to complete additional coursework during their PhD program.

Graduate School information on Transfer Credit. (p. 21)

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study. (p. 21)

Qualifying Exams

Overview:

The Graduate Catalog for the University of Alabama Department of Anthropology states that one of the requirements for all PhD students in order to advance to candidacy is passing comprehensive/qualifying exams (<https://catalog.ua.edu/graduate/arts-sciences/anthropology/phd/#requirements>):

Following successful completion of language requirements and prior to pursuing dissertation research, the student must pass an examination, the purpose of which is to determine the student's mastery of coursework and theory and preparation for independent research. This examination will be designed in consultation with the student's advisor and committee. The committee may require of the student the development and approval of a bibliography that provides the baseline literature on which the examination will be based.

Inadequate performance on the preliminary examination can mean immediate dismissal of the student from the PhD program.

This document establishes for specific procedures and directions for how these exams should be completed.

Purpose of Qualifying Exams

The Graduate Catalog states that the purpose of qualifying exams is "to determine the student's mastery of coursework and theory and preparation for independent research." For students in anthropology, this does not mean that they need to demonstrate a comprehensive knowledge of the discipline and/or all material covered in either required or elective courses. It points, rather, to the demonstration of the student's ability to:

1. Draw upon course material as well as outside reading to think independently and critically about and *with* a range of core theoretical and methodological concepts relevant to their research.
2. Demonstrate ability to critically consider a specific topic in the context of broader literature in anthropology (and related disciplines, if relevant).
3. Demonstrate a facility with the anthropological literature necessary to develop and defend a proposal to conduct independent research.

Overall Timing for Qualifying Exams

Doctoral students in anthropology should begin the process of planning (in consultation with their advisor and committee) their qualifying exams during their first year in the program. Students should plan to

complete their exams before the start of their third year, or during the first semester of year three for direct to doctorate students. This timeline allows students a final semester (first semester of year three or second semester of year three for Master's En Route students) to complete and defend their dissertation proposals and advance to doctoral candidacy in line with departmental requirements (i.e., December 15 of year three, or May 15 of year three for Master's En Route students).

Format of Qualifying Exams:

Qualifying exams should take the form of field statements, or bibliographic essays, that summarize and critically analyze an anthropological field of knowledge. Students will write three field statements that range from 20-25 double-spaced pages in length, not including the works cited. In many cases the three field statements will cover one theoretical, one methodological, and one geographical subject area, but this is not a requirement. The specific fields to be covered will be decided by agreement between the student, advisor, and committee. Each field statement should be done in close consultation with a faculty member who is a member of the student's dissertation committee.

Field Statement Proposal:

During the student's third semester (fourth semester for Master's En Route students) in the program (at the very latest), the student, working with the advisor and committee members, will submit a short proposal that includes:

1. A one paragraph summary of the broad themes of their dissertation research.
2. A title and one paragraph overview of the subject area for each of the three field statements.

This proposal will be submitted to the full dissertation committee and the Director of Graduate Studies, but the committee has complete authority to approve or reject the proposal. It is expected that the committee will reach a decision on the proposal within two weeks of its submission. A committee meeting to discuss the proposal is recommended but not required.

Field Statement Preparation

Upon committee approval of the student's field statement proposal, the student may begin writing their field statements in consultation with their advisor and committee. Each completed field statement, with the advisor's approval, will be circulated to the full committee for evaluation.

Field Statement Evaluation

Each field statement will be evaluated by the full dissertation committee to determine that the student has command of three anthropological subject areas related to their area of study. Comments and a vote of "pass" or "revise and resubmit" will be submitted to the dissertation chair who will convey the result, based on majority vote, to the student. Students may only revise and resubmit one time: i.e., per graduate school rules, two submissions of the field statements without receiving a pass results in dismissal from the program.

The dissertation proposal defense cannot be scheduled until a majority of the committee agree that the completed field statements are satisfactory.

Recommended Timelines to Ensure Student Success

PhD Students holding an MA

- Year 1 – Begin planning Field Statement topics
- Year 2 – Sept. 15 – Submit Field Statement Proposal and begin drafting statements.

- Year 3 – Sept. 15 – Submit completed Field Statements to committee, leaving time to complete and defend dissertation proposal prior to the Dec. 15 candidacy deadline

Master's En Route PhD Students

- Year 1 – Begin planning Field Statement topics
- Year 2 – February 15 – Submit Field Statement Proposal and begin drafting statements.
- Year 3 – February 15 – Submit completed Field Statements to committee, leaving time to complete and defend dissertation proposal prior to the May 15 candidacy deadline.

Fieldwork Requirements

The degree requires that applicants experience substantial ethnographic or archaeological fieldwork. There are no specific requirements concerning the duration of such fieldwork, though it is expected to last from 3 to 12 months. Prior to beginning dissertation fieldwork, the student must have advanced to candidacy.

Admission to Candidacy Requirements

After a student has completed all coursework, fulfilled the foreign language requirement, passed their qualifying exams, and passed an oral defense of the dissertation proposal, a recommendation to the Dean of the Graduate School for admission to candidacy for the degree will be made.

Students entering the program with an MA degree are expected to advance to candidacy by December 15 of their third year. Students who have not previously completed an MA degree are expected to advance to candidacy by May 15 of their third year.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

It is anticipated that the student will have applied to our program with the intention of working with a specific advisor. It is expected that the relationship with the advisor will be one of mentorship as the student moves toward a mastery of the craft of original research and publication and gains familiarity with the role of a colleague.

The doctoral committee should be established by the end of the first year. The committee must consist of at least five members, a majority of whom are members of the Anthropology Department. It may have additional (voting or nonvoting) members if deemed appropriate. At least one of the committee members must be from outside the student's major department. These external members may be from another academic department at UA, from other universities, or from industry or the professional field. In all cases, these members external to the department/program must be appointed to UA's Graduate Faculty by the dean of the Graduate School and must have significant professional qualifications that directly contribute to the depth and rigor of the dissertation.

Prior to beginning dissertation fieldwork, the student must successfully pass an oral defense of the doctoral dissertation research plan. The plan, with the approval of their advisor, must be submitted to the committee at least two weeks prior to the date of the defense.

Upon completion of the dissertation research, the student must complete a written dissertation. The dissertation committee is best

equipped to determine what format will best advance the PhD student's professionalization, given substantial differences across and even within subfields. The adviser, in consultation with and with the approval of the dissertation committee, should direct the student toward a traditional book-style or an article-style dissertation consisting of at least three submission-ready journal manuscripts. The dissertation is subject to the final approval of the student's entire committee.

The dissertation must be distributed to the dissertation committee at least 4 weeks prior to the defense, except under exceptional circumstances by agreement of the committee. Then, the student must successfully defend the work in the format of a presentation to the faculty. The date and time for this oral defense will be publicized at least two weeks in advance of its occurrence. The student's committee will attend, as well as any interested faculty from the University community.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Student Progress Requirement

All students must make continuous satisfactory progress while enrolled in the Department of Anthropology graduate program. Students should schedule to meet with their advisor at the beginning of each semester to outline goals and objectives for the semester. All students will complete and submit online an annual Graduate Student Activity Report (SAR). The SAR is a checklist of the scheduled requirements for completion of the degree, covers non-degree accomplishments such as papers published or presented, and includes space for a brief written evaluation and expectations for the following year. All students should take this form seriously and must complete this form by March 1.

SAR responses will be shared by the Director of Graduate Studies with the student's advisor. The advisor will review the SAR and rate the student as either 1) exceeds expectations, 2) meets expectations, or 3) fails to meet expectations. Both academic and nonacademic factors will be considered. The student must meet with their advisor to discuss their progress and rating. A signed copy of the SAR and the advisor's evaluation must be submitted to the Director of Graduate Studies and the Department Chair annually by April 1.

Students on assistantships will also receive a review of their progress from their supervisor each semester. The student's progress toward degree completion, advisor's review, and the supervisor's reviews will be considered when making decisions for continuation of assistantship funding.

Advisor Evaluation Criteria:

- **Exceeds Expectations:** The student has an overall GPA of 3.0 or higher, met stated goals and objectives for the year, made satisfactory research progress commensurate with time in the program, completes all research tasks in an ethical manner, follows standard and established research protocols, and has accomplished one or more of the following:
 - a. Presentation of research at an academic meeting (e.g., state, regional, national, international conferences).
 - b. Submission of a research proposal for funding external to the University.
 - c. Received an honor or award reflecting outstanding achievement.
 - d. Submission/acceptance/publication of a research manuscript.

- **Meets Expectations:** The student has an overall GPA of 3.0 or higher, met stated goals and objectives for the semester, made satisfactory research progress commensurate with time in the program, follows standard and established research protocols, and completes all research tasks in an ethical manner.

- **Fails to Meet Expectations:** The student is **NOT** meeting one of the following expectations:

- a. Maintained a GPA above 3.0
- b. Met stated goals and objectives for the semester,
- c. Made satisfactory research progress commensurate with time in the program, or
- d. Completed all research tasks in an ethical manner.

Students who fail to meet expectations will be placed on probation and have one semester to improve their evaluation to a meets/exceeds expectations rating. If the student fails to improve their rating, the student may be dismissed from the program. The final decision to dismiss a student will be made by the Department Chair, acting on the advice of the advisor and the Department of Anthropology Graduate Studies Committee.

Academic misconduct and non-academic failure are also reasons requiring a student to be deemed to be failing to meet expectations. Depending on the violation, academic misconduct or non-academic failure may result in probation or immediate dismissal from the program.

• Academic Misconduct

The Department of Anthropology will not tolerate academic misconduct.

Should the Dean or Academic Affairs Officer find the student guilty of Academic Misconduct (p. 7), the department may review the student's record and dismiss the student from their program of study.

• Non-Academic Failure

Non-academic failure occurs when a student is dismissed from the program for reasons to do with their ethical or professional conduct rather than academic performance. Examples include (but are not limited to) plagiarism, falsifying data, lying or cheating, acting maliciously against others, serious breaches of collegiality, and violating the principles and codes of conduct of the University of Alabama and the major disciplinary societies, including the American Anthropological Association, the Society for American Archaeology, and the American Association of Biological Anthropologists.

Graduate School information on Student Progress (p. 15).

Additional Academic Requirements

Throughout the year departmental colloquia are held, including special presentations by anthropologists and other scholars from outside the university; presentations of current research by departmental faculty and faculty from other schools and divisions; and presentations of current research by graduate students. Attendance at departmental colloquia is mandatory.

Foreign Language Competency

A reading facility in one foreign language appropriate to the research topic must be demonstrated, either by successful completion of two semesters of foreign language coursework or by examination. The language is to be chosen by the student in consultation with their advisor. No graduate credit is earned for coursework in foreign languages taken to satisfy the language requirement (although the grade earned will still count toward the overall GPA). Language coursework taken prior

to matriculation in the degree program will not satisfy this requirement, except in highly unusual circumstances and must be approved by the student's advisor and the Director of Graduate Studies.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Students entering the PhD program are guaranteed a conditional five years of funding. The first three years are guaranteed, subject to adequate academic progress and as long as good academic standing is maintained, including meeting or exceeding expectations during the annual progress review. Two additional years, for five years total, are contingent upon advancing to candidacy by Dec. 15 of the third year in the program or May 15 of the third year for direct-to-doctorate students. PhD students who do not advance to candidacy by these dates (Dec. 15 of year 3 and May 15 of year 3 for D2D students) may not receive additional years of departmental funding until they have advanced to candidacy. These additional years will not be guaranteed. Funding from the Department beyond the first five years is contingent upon the availability of funds. PhD students are strongly encouraged to begin exploring alternative sources of funding upon their acceptance into the program.

Most PhD students in the program will receive funding via .5 FTE (Full Time Equivalent) Graduate Teaching Assistantships (GTAs). These carry a 9-month stipend determined by the University on an annual basis, plus payment of tuition, and funds that may be applied to the purchase of optional University-provided health insurance (note: the purchase of insurance is mandatory for international students). On occasion, the Department will split a .5 GTA into two .25 GTAs, which then pay a 9-month stipend at half the rate established for a .5 GTA, plus 50% of tuition and 50% of the cost of optional health insurance. Students holding a .5 FTE GTA are limited to registering for 9 credit hours of graduate study per semester (not including ANT 500, the weekly departmental colloquium).

GTAs are assigned duties by the Department. Duties can include direct student teaching and assisting professors in instruction. GTAs are responsible for providing relevant feedback and documentation when contacted by departmental staff to guarantee initiation of their stipend payments. In addition, the Graduate School hosts a compulsory workshop for all new GTAs. The workshop is ordinarily scheduled for a two-day period during the week before fall classes begin.

Faculty in the Anthropology Department also may fund graduate students as Graduate Research Assistants (GRAs), financed by externally sponsored research these faculty are conducting. GRA stipend and benefit levels may vary from those of GTAs. GRA responsibilities vary widely. When a GRA is offered, the supervising faculty member will notify the student of provisions of the offer and requirements if the offer is accepted. Selection of students for GRAs is separate from the process of awarding GTAs, as GRA offers are made by individual faculty.

Students in the PhD program are also eligible to be funded through graduate school fellowships. Nominations for these fellowships are determined by the Graduate Director in consultation with the Graduate Committee and Department Chair. For students applying to the program, all student application materials are important sources of information in crafting nomination letters.

Museum Studies Certificate

The University of Alabama is pleased to offer an interdisciplinary graduate certificate in museum studies intended for graduate students who are either majoring in a traditional museum content discipline such as art history, history, anthropology, American studies, geology, or biology; or students who have already completed graduate degrees in these disciplines. Students who complete the certificate program will be qualified for a variety of entry-level professional positions in museums in areas such as museum education, collections management, exhibit planning and development, and museum administration.

Generally defined as the study of all aspects of the theory and practice of museum operations, museum studies includes the history and background of museums, their role in society, and specific systems for research, conservation, education, organization, and administration. This certificate program combines education in traditional academic subjects together with coursework in museum theory and practices, and practical museum field experience.

Admissions

Consistent with the Graduate School's requirements, an applicant to the museum studies certificate program must have completed a bachelor's degree and be currently enrolled in a master's or doctoral program of study at The University of Alabama, or have completed a graduate degree. Applicants not currently enrolled in a graduate program of study at The University of Alabama must submit the required materials, including a statement of purpose and two letters of recommendation, to the Museum Studies Internship Coordinator.

An applicant whose credentials meet the following minimum requirements may be considered for regular, unconditional admission to the museum studies certificate program:

- GPA: The applicant must have a GPA of 3.0 overall, 3.0 in the last 60 hours in a degree program, or 3.0 for a completed graduate degree program.

A student may be admitted with Permission to Continue if he/she falls below the expected criteria.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The certificate program requires completing 15 credit hours, including three core courses. The remaining six hours will come from a list of electives pre-approved by the Museum Studies Advisory Board, allowing

students the flexibility to tailor their program of study to their specific career goals

Museum Studies Certificate		Hours
MUSM 500	Museum Internship (Museum Internship)	3
MUSM 501	Museum Administration	3
MUSM 502 or	Museum Collections Management	3
MUSM 503	Museum Education & Exhibition	
Please select two of the following electives:		6
AMS 507	Landscapes of the South	
AMS 512	On The Road	
AMS 521	Writer & Artist in America	
AMS 522	Popular Culture in America	
AMS 529	American between the Wars	
AMS 532	Studies In The Arts	
AMS 585	American Experience to 1865	
AMS 545	The "Good War"	
AMS 565	Fictions of American Identity	
AMS 585	American Experience to 1865	
ANT 509	Ancient Maya Civilizations	
ANT 509	Ancient Maya Civilizations	
ANT 514	Anthropology of Africa	
ANT 550	Probs In Anthropology	
ANT 550	Probs In Anthropology	
ARH 550	Literature Of Art	
ANT 575	The Plastic Human	
ANT 621	Native Americans Ethnohy Persp	
ARH 565	Topics in Renaissance Art	
ARH 577	American Art Seminar	
ARH 580	Twentieth-Century Seminar (Representing Conflict only)	
BSC 695	Spec Topics Biolog Sci	
CIS 650	ST: C&IS	
CIS 652	Sem Culture Criti Rhetor Stdy	
CIS 669	ST: Visual Communication	
COM 565	Intercultural Communication	
EN 640	Spec Topics Sem American Lit	
GEO 516	Volcanology	
GEO 525	Adv Topics In Geology	
GY 589	Forest Eco Veg Analysis	
HY 601	Literature Of American History	
HY 603	Literature European Hist	
HY 605	Lit Latin Amercn History	
HY 607	Prosem Us HY Since 1877	
HY 608	Prosem Southern History	
HY 665	Special Studies	
LS 500	Info Sci & Tech	
LS 533	Spec Libr & Info Centrs	
LS 541	Youth Programming	
LS 555	Intro Archival Studies	
LS 556	Archival Theory & Practice	
MUSM 502	Museum Collections Management	

MUSM 503 Museum Education & Exhibition

MUSM 505 Exhibit Design & Production

REL 501 Social Theory Foundations

REL 502 Public Humanities Foundations

TH 530 Hy Costume For Stage

TH 628 Prob Th Arts: Design (Process and Model Making only)

TH 636 Costume Design through the Age

TH 671 Leadership in the Arts

TH 673 Financial Management

TH 674 Public Policy In Arts

TH 676 Marketing The Arts

TH 678 Board Relations and Planning

Total Hours

15

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits for Degrees (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct.

Withdrawals and Leaves of Absence Information

Graduate School information on Withdrawals and Leaves of Absence.

Academic Grievances Information

Graduate School information on Academic Grievances.

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Department of Art and Art History

- Majors
 - Art History, MA (p. 279)
 - Studio Art, MA (p. 282)
 - Studio Art, MFA (p. 284)

Chair

- Guynes, Jason

Professors

- Curzon, Lucy (Graduate Program Director – Art History)
- Guynes, Jason
- Schulte, Peter
- Wedderspoon, Craig

Associate professors

- Dooley, William
- Feltman, Jennifer

- Jones, Tanja (Undergraduate Program Director)
- Marshall, Sarah
- Speed, Bryce
- Stephens, Rachel

Assistant professors

- Cumberland, Jonathan
- Grant, Allison (Graduate Program Director – Studio Art)
- Grimes, Jamey
- Kim, Mina
- MacDonald, Wade
- Morgan, Celestia
- Sung, Doris
- Yes, Melissa

Instructors

- Davis, James
- DelMedico, Nadia
- Fuller, Joel
- Gentry, Kelly
- Hoitsma-Young, Daisie
- Howton, Meg
- Junkin, Ashleigh
- Klosterman, John
- McKibben, Micah
- Moore, Megan
- Palmer, Cassandra
- Teague, Becky
- Wegrzynowski, Charlotte
- Wegrzynowski, Tom

Art History Courses

ARH550 Literature Of Art

Hours 3

Principles and methodology of the discipline as described in the writing of its founders and chief makers; bibliographical research method and mastery. Required of all art history MA students.

ARH552 Advanced Research Seminar

Hours 3

This advanced seminar focuses on the development and application of discipline-specific research skills. Students will broaden their knowledge of art historical methodologies and themes generally, as well as construct a research program specific to their area of study (Medieval, Early Modern, Modern/Contemporary, etc.). Each class session will address a different theme or topic that students will discuss in relation/apply to individual topics or questions. Generally, these sessions will focus on historiographic issues, ideas, and trends, as well as professional expectations with regard to scholarship and academic practice. As part of this course, students are expected to work closely not only with the instructor and their peers in the class, but also with their major (faculty) advisor. This seminar is intended to be taken after students complete ARH 550 (Literature of Art) since it demands the further study and application of the methods and theoretical approaches learned in that course.

Prerequisite(s): ARH 550

Studio Art Courses

ART510 Advanced Drawing Seminar

Hours 3

The focus of this course will be the study and production of drawings as an activity that documents our memories, examines and explains the world around us, transforms our perceptions of time and space, and helps us invent new ways of seeing and thinking.

ART512 Ceramics

Hours 2-6

The ceramics program has a fully equipped facility with a complete inventory of clay and glaze materials. Facilities include equipment for clay mixing and preparation; workstations for forming and throwing; gas, wood fire, raku, and electric kilns; and materials for experimental kiln construction. Personal instruction is given in all forming techniques, glaze calculations, and firings. Students are encouraged to experiment with the medium and explore new processes. Emphasis is placed on the student's development of concepts and forms.

[View All Courses](#)

Art History, MA

The MA degree in Art History is offered jointly with the University of Alabama at Birmingham (UAB). This program prepares students for study at the doctoral level or to have a career in a museum or gallery, among other fields. The MA degree in Art History at The University of Alabama currently offers two plans for completion: thesis and museum studies. Plan 1 culminates with a written thesis and defense, and Plan 2 culminates with a major paper and capstone presentation based upon coursework experiences and a museum internship.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A writing sample.

It is also highly recommended that applicants submit a CV or resumé.

Applicants to the Plan 2 non-thesis degree program must meet all the admission requirements of the Graduate School and the MA program in Art History, as well as those for the Museum Studies Certificate Program.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Students enrolled in the MA art history program may choose one of two study plans.

Art History with Thesis - Plan 1

Plan 1 students must initially take 24-hours of graduate-level coursework that includes 3-hours of ARH 550 Literature of Art, 3-hours of ARH 552 Advanced Research Seminar, and 18-hours (this may include 6 hours in a related field) of graduate-level ARH electives. All students must take 6-hours (elective or required) on the UAB campus.

All students must take at least one course in Western art history and one in non-Western art history, and courses in time periods both before and after 1700 CE. Classes are offered in the following areas: Medieval, Early Modern (Renaissance and Baroque), Nineteenth-Century, Modern and Contemporary, American (including African American), and Asian (China, Japan, and Korea) art history.

During the first 24-hours of study, all Plan 1 students must pass a reading proficiency test in a foreign language (preferably French or German) administered by the Department of Modern Languages and Classics.

Code and Title		Hours
Required Courses		
ARH 550	Literature Of Art	3
ARH 552	Advanced Research Seminar	3
ARH 599	Thesis Research	6
Elective Courses (selected based upon required ARH course distribution)		18
*6 credit hours (elective or required) must be taken on the UAB campus		
ARH 555	Asian Seminar	
ARH 560	Medieval Seminar	
ARH 565	Topics in Renaissance Art	
ARH 570	Baroque & Rococo Seminar	
ARH 575	Nineteenth-Century Seminar	
ARH 577	American Art Seminar	
ARH 580	Twentieth-Century Seminar	
ARH 588	Topics in African American Art	
Total Hours		30

Art History with Museum Studies - Plan 2

Plan 2 students must initially take 24-hours of coursework that includes 3-hours of ARH 550 Literature of Art, 3-hours of ARH 552 Advanced Research Seminar, 3-hours of MUSM 501 Museum Administration, 3-hours of MUSM 502 Museum Collections Management or MUSM 503 Museum Education & Exhibition and 12-hours of graduate-level ARH electives. All students must take 6-hours (elective or required) on the UAB campus.

All students must take at least one course in Western art history and one in non-Western art history, and courses in time periods both before and after 1700 CE. Classes are offered in the following areas: Medieval, Early Modern (Renaissance and Baroque), Nineteenth-Century, Modern and Contemporary, American (including African American), and Asian (China, Japan, and Korea) art history.

During the first 24-hours of study, all Plan 2 students must pass a reading proficiency test in a foreign language (preferably French or German) administered by the Department of Modern Languages and Classics.

Code and Title		Hours
Required Courses		
ARH 550	Literature Of Art	3
ARH 552	Advanced Research Seminar	3
MUSM 501	Museum Administration	3
MUSM 502 or	Museum Collections Management	3
MUSM 503	Museum Education & Exhibition	
MUSM 500	Museum Internship	3
Elective Courses (selected based upon required ARH course distribution)		15
*6 credit hours (elective or required) must be taken on the UAB campus		
ARH 555	Asian Seminar	
ARH 560	Medieval Seminar	
ARH 565	Topics in Renaissance Art	

ARH 570	Baroque & Rococo Seminar
ARH 575	Nineteenth-Century Seminar
ARH 577	American Art Seminar
ARH 580	Twentieth-Century Seminar
MUSM 502	Museum Collections Management
or	
MUSM 503	Museum Education & Exhibition
*Students who take MUSM 502 may opt to take MUSM 503 as an elective or vice versa.	
Total Hours	30

Whether Plan 1 or Plan 2, all MA students must take at least 18 hours of graduate-level ARH credit (including ARH 550 Literature Of Art and ARH 552 Advanced Research Seminar).

Transfer Credit

Master's students are allowed the greater of 12 hours (or 25 percent of the required coursework for a master's degree) to be transferred from another institution. As a joint degree program (with UAB), the Art History MA program allows for six additional outside hours to be transferred in as required. Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program

The Accelerated Master's Program (AMP) in art history is intended for gifted and highly motivated candidates for bachelor's degrees whose objectives include degrees at the master's or doctoral level. Qualified students apply to begin graduate study in their senior year. Undergraduates taking graduate level courses are expected to meet the same academic standards as the graduate students in the course. Although AMP students will typically complete the requirements for the bachelor's degree prior to the graduate degree, such a program may lead to simultaneous completion of requirements for both graduate and bachelor's degrees.

Graduate School information on the Accelerated Master's Program (p. 7).

Comprehensive Examination/Capstone Project

In addition to the regular course assessments, a final comprehensive examination representing a culminating experience is required of all candidates for the master's degree in art history. Plan 1 students produce a written thesis and pass a final oral defense. Plan 2 students make a capstone project presentation (based upon a capstone paper) and pass a final oral defense.

Internship Requirements

Students enrolled in Plan 2 are required to complete MUSM 500 Museum Internship.

Plan 1: Art History with Thesis Process

After 24-hours of coursework, Plan 1 students submit a thesis proposal. This proposal will be written in consultation with the student's primary/subject-area advisor and will include a description of the topic and principal sources to be used. The proposal will be distributed to and evaluated by a committee of at least three members (including the advisor and usually one faculty member from UAB). Successful students will then complete 6-hours of ARH 599 Thesis Research. The length of

the thesis should be approximately fifty pages of narrative content (not including notes, works cited/bibliography, and illustrations)

Upon producing a written thesis that demonstrates the student's ability to define an art history problem/context and mastery of the literature relevant to the subject chosen, students will be examined by their committee. This culminating assessment will consist of the written thesis and an oral exam. The exam will take place approximately two- or three- weeks after the submission of the written material (the MA thesis) to the committee. It will last approximately one hour and will consist of questions devised jointly by the committee that reflect the student's thesis research. The exam will be graded pass/fail.

In addition following Chicago formatting guidelines for the Department of Art and Art History, the final thesis document must also conform to the Graduate School's formatting requirements.

Plan 2: Art History with Museum Studies Process

After completing 24-hours of coursework, Plan 2 students complete MUSM 500 Museum Internship and an additional 3-hours of graduate-level electives. In consultation with the graduate director and relevant faculty, Plan 2 students will write a paper synthesizing their coursework and internship experience in their final semester of study.

Approximately two weeks after submission of the paper to the graduate program director, the student will undergo examination by at least three members of the graduate art history faculty. The examination consists of a 25- to 30- minute oral capstone presentation (based on the paper) and an oral defense following the presentation. The exam will be graded pass/fail.

Time Limits for Degree Completion Requirements

All requirements for the master's degree must be completed during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded. There is no provision for an extension of the time limit beyond six years for master's students. Graduate School information on Time Limits (p. 15).

Student Progress Requirement

All first-year students are reviewed by the graduate art history faculty at the end of their first semester and second semester. All second-year and above students are reviewed by the graduate art history faculty at the end of their fourth semester and every second semester thereafter. These reviews are intended to provide general guidance for the student as they progress towards degree completion. They are also intended as an opportunity for the student to reflect upon individual goals and objectives, as well as to discuss the scholastic requirements of the Graduate School (including required minimum overall GPA, time limits, etc.) and, if applicable, any Graduate School qualifications or requirements for maintaining a graduate assistantship.

Academic Misconduct Information

Graduate School information about academic misconduct policies (p. 7).

Withdrawal and Leave of Absence Information

Graduate School information about withdrawal and leave of absence policies (p. 244).

Academic Grievances Information

Graduate School information about academic grievance policies (p. 255).

Grades and Academic Standing

Graduate School information about grades and academic standing (p. 28).

Graduate School Deadlines Information

For information about Graduate School deadlines.

Application for Graduation Information

Graduate School information about applying for graduation (p. 15).

Financial Support

A limited number of graduate teaching assistantships (GTAs) are offered to MA students on a competitive basis. In the traditional MA program, this support is typically maintained through the first two years provided students meet performance expectations and do not meet any Conditions for Termination of Financial Support (see below). In the Accelerated Master's Program (AMP), this support is typically offered for one year (after completion of all undergraduate requirements and with the Bachelor's degree in hand) provided students meet performance expectations and do not meet any Conditions for Termination of Financial Support (see below).

Students will be informed of impending financial support termination at least one semester (this includes summer) prior to the support termination date except in the special cases noted under Conditions for Termination of Financial Support.

Performance Expectations for Continuing Financial Support

- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support.
- The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, The UA Graduate School, The UA College of Arts and Sciences, UA Environmental Health and Safety, and the Department of Art and Art History.
- GTAs must effectively perform all duties assigned to them in a timely manner as defined by the instructor of record and/or the Graduate Program Director for all courses to which the student is assigned teaching, grading, or other assisting responsibilities.

Conditions for Termination of Financial Support

Students who meet one or more of the following criteria will be subject to termination of financial support pending administrative review.

Depending upon the severity of the infraction or the extent of non-compliance, the Graduate Program Director and Department Chair—with input from the art history graduate faculty—will recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

- **Dereliction of duty.** Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record (for teaching assistants) and Graduate Program Director; or failure to satisfactorily complete all activities associated with the position as defined by the instructor of record (for teaching assistants) and the student's departmental memorandum of appointment.
- **Resolved finding of academic misconduct.** Penalties, including loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.
- **Failure of Plan 1 students to have a department-approved research advisor by the end of a student's third semester.** Plan 1 students without an approved thesis advisor may not enroll ARH 599 courses and, therefore, cannot proceed toward degree completion. Students without an advisor may be recommended to Plan 2 at the discretion of the Graduate Program Director and graduate art history faculty.
- **Loss of good academic standing.** A minimum graduate GPA of 3.0 must be maintained while holding any assistantship, except during the first 12 graduate semester hours earned at UA. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the art history graduate faculty and Graduate Program Director. This review will determine whether the student should continue to receive financial support and/or be dismissed from the program at the end of the semester.

Studio Art, MA

The Department of Art and Art History offers an MA program where students can specialize in diverse disciplines and create engaging artworks as they prepare for a career as a visual artist and educator. Since its inception in 1950, the program has launched numerous artists into creative careers across the globe. Enrollments are modest by design, allowing students to have designated studio space and to work closely with faculty. The MA degree requires 30 hours of coursework in graduate studio classes, seminars, art history, critiques, and electives. All coursework must be successfully completed within six years of entering the studio graduate program.

The primary studio art facilities are situated on Woods Quad. Sculpture and Ceramics are located in the Bureau of Mines building complex. The Sarah Moody Gallery of Art is located in Garland Hall and features a program of changing exhibitions of contemporary art. The gallery is an active collecting institution dedicated to contemporary works on paper and photography. The Sella-Granata Art Gallery in Woods Hall presents a changing schedule of shows including student work as well as other academically focused exhibitions.

Admissions

All studio art students enter the Studio Art graduate program at the MA level. Strong applicants to the program usually hold a BFA in Studio Art or BA in Studio Art with a related minor. However, applicants with different academic backgrounds will be considered. Admissions decisions are based on the strength of the applicant's portfolio and written statements, and their potential for growth and achievement in the program. Prospective graduate students should have a "B" average in art classes. Residency is required of all studio art students.

Applicants should choose one of the following areas for focused coursework; **ceramics, painting, photography, printmaking, or sculpture.** Faculty also specialize in drawing, digital media, graphic design, and

installation, offering students the opportunity to work with a broad range of materials and processes. Each studio program applicant must submit a comprehensive portfolio of recent work. This portfolio should include a minimum of 20 works of art in the proposed area of focus. Please contact the department directly for directions on preparing application materials.

Campus visits are highly recommended. Applicants may visit graduate classes, tour studio facilities, and meet faculty and current graduate students. The department webpage offers more information about department resources and faculty activity. Prospective students are encouraged to contact faculty who specialize in their areas of interest.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

All new studio art students enter the MA program. The MA degree in studio art requires completion of a minimum of 30 semester hours of graduate work, including at least 6 hours in art history, 15 hours in a major studio field, 3 hours of graduate seminar, 3 hours of graduate critiques, and 3 hours of art studio electives. An Open Studio Review, Full Faculty Review, Committee Review, MA Thesis Exhibition, MA Paper, and MA Oral Review are required for completion of the program. The degree program must be completed within six years.

Code and Title		Hours
Required Courses		
ART 511	Graduate Seminar	3
ART 525	Graduate Critiques	3
ART Electives		15
Select courses from ART 502 to ART 622 that align with Major Studio Area ¹		
Art History Elective		6
Select courses from ARH 501 to ARH 580		
Graduate Electives		3
Select courses outside the major studio area that are in accordance with research interests. Courses chosen as electives may include ART 502 through ART 622, as well as other graduate-level courses outside the ART area (e.g. HY, EN, etc.). Non-ART electives must be chosen in agreement with graduate advisor. ²		
Total Hours		30

Footnotes

- ¹ ART 511 Graduate Seminar, ART 525 Graduate Critiques, or ART 625 Graduate Critiques do not count as ART electives.
- ² ART 511 Graduate Seminar, ART 525 Graduate Critiques, and ART 625 Graduate Critiques do not count as graduate electives.

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Comprehensive Exam/Capstone

MA Exhibition

The MA exhibition is required for all students. The exhibition is scheduled by the student in a venue of their choice and may be a solo, two-person, or group show.

MA Written Paper

The purpose of the written paper is to demonstrate an ability to articulate ideas inherent in one's studio research, and to place that research into a broader context in written form. The MA Paper should follow the

formalized guidelines appropriate for a research-based paper with a recommended length of 5-10 pages. Papers should follow the MLA writing style. Papers must include appropriate citations of footnotes, bibliographical references, and an index of images contained in the document. The electronic form of the MA Paper should be in PDF format with accompanying images integrated into the document.

MA Oral Review

An MA oral review to evaluate the MA Thesis Exhibition and MA Paper is required for successful completion of the degree. This review is scheduled by the graduate director in the fifteenth week of the fourth semester of study. Students should arrive at their oral review prepared to deliver a formal five-minute introductory presentation, either by projected slideshow or installation, that reviews the student's MA exhibition and plans to continue into the MFA degree, if desired. Students should be prepared to defend the quality of the work presented in terms of concept and craftsmanship and discuss the quality of the MA Paper in regard to content, clarity, cohesion, research, and grammar. Following each review, the student is excused and the faculty assess the quality of the research/creative activity. After a period of discussion, the faculty votes to determine whether or how the student will continue in the program. Students are informed of the decisions of the faculty immediately following the review.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits.

Student Progress Requirement

Full Faculty Review

At the end of the second semester (18-24 hours), a student undergoes a 40-minute candidacy review by the full graduate studio faculty. The student presents a selection of recent work along with a brief (one-half to one page) artist statement. The work is reviewed through a discussion between the student and all members of the graduate studio faculty. Following the discussion, the student is excused, and the faculty assess the quality of the research/creative activity. After a period of discussion, the faculty votes to determine whether or how the student will continue in the program. Students are informed of the decisions of the faculty immediately following the review.

A passing review may result in conditions being placed upon the student's coursework or the withdrawal of GTA or other support. Any stipulations will be communicated to the student in person and in writing.

Students who do not pass the review may be allowed to repeat their candidacy review the following semester or may be immediately dismissed from the graduate program in studio art. A failed initial review may also result in conditions being placed upon the student's coursework or the withdrawal of GTA or other support. Any stipulations will be communicated to the student in person and in writing.

A passing review may result in conditions being placed upon the student's coursework or the withdrawal of GTA or other support. Any stipulations will be communicated to the student in person and in writing.

Students who do not pass the second review will be dismissed from the graduate program in studio art. Such dismissal also results in suspension from the Graduate School. Students will be informed of the results of the review in person and in writing. The Graduate Director will inform the Graduate School of dismissal in writing.

Initial review votes by faculty:

(votes are by simple majority)

Pass without stipulations

Student continues through the program, forms a committee, and prepares for an exhibition.

Pass with stipulations as described

Student continues in the program, forms a committee, and prepares for an exhibition of a body of work. Any stipulations are communicated to the student in person and in writing.

Fail / Not Pass without stipulations

Student continues in the program, forms an ad hoc committee and prepares for a second review at the end of the following semester.

Fail / Not Pass with stipulations as described

Student continues in the program forming an ad hoc committee and preparing for a second review at the end of the following semester. Any stipulations are communicated to the student in person and in writing.

Fail / Not Pass with immediate dismissal from program

Student is dismissed from program and suspended from the Graduate School. They are no longer allowed to enroll in graduate classes.

Second review votes by faculty:

Pass without stipulations

Student continues through the program, forms a committee, and prepares for an exhibition.

Pass with stipulations as described

Student continues in the program, forms a committee, and prepares for an exhibition of a body of work. Any stipulations are communicated to the student in person and in writing.

Fail / Not Pass with immediate dismissal from program

Student is dismissed from program and suspended from the Graduate School. They are no longer allowed to enroll in graduate classes.

MA Committee Review

An MA committee review is scheduled by the graduate director in the fifteenth week of the third semester of study. Students should arrive at their committee review prepared to deliver a five-minute introduction of their research and plans for progressing towards their MA exhibition. The introduction is followed by discussion and Q&A. Students should be prepared to defend the quality of the work presented in terms of concept and craftsmanship and discuss the quality of the written statement in regard to content, clarity, cohesion, research, and grammar. Following each review, the student is excused and the faculty assess the quality of the research/creative activity. After a period of discussion, the faculty votes to determine whether or how the student will continue in the program. Students are informed of the decisions of the faculty immediately following the review.

Academic Misconduct Information

Graduate School information on Academic Misconduct.

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Studio Art, MFA

The Department of Art and Art History offers an MFA program where students can specialize in diverse disciplines and create engaging artworks as they prepare for a career as a visual artist and educator. Since its inception in 1972, the program has launched numerous artists into creative careers across the globe. Enrollments are modest by design, allowing students to have designated studio space and to work closely with faculty. The MFA degree requires 60 hours of coursework in graduate studio classes, seminars, art history, critiques, and electives. All coursework must be successfully completed within six years of entering the studio graduate program. Graduate students present public lectures and exhibitions during their studies, culminating with a written thesis and exhibition.

The primary studio art facilities are situated on Woods Quad. Sculpture and Ceramics are located in the Bureau of Mines building complex. The Sarah Moody Gallery of Art is located in Garland Hall and features a program of changing exhibitions of contemporary art. The gallery is an active collecting institution dedicated to contemporary works on paper and photography. The Sella-Granata Art Gallery in Woods Hall presents a changing schedule of shows including student work as well as other academically focused exhibitions.

Admissions

All Studio Art students enter the graduate program at the MA level before proceeding to the MFA. Strong applicants to the program usually hold a BFA in Studio Art or BA in Studio Art with a related minor. However, applicants with different academic backgrounds will be considered. Admissions decisions are based on the strength of the applicant's portfolio and written statements, and their potential for growth and achievement in the program. Prospective graduate students should have a "B" average in art classes. Residency is required of all studio art students.

Applicants should choose one of the following areas for focused coursework: **ceramics, painting, photography, printmaking, or sculpture.** Faculty also specialize in drawing, digital media, graphic design, and installation, offering students the opportunity to work with a broad range of materials and processes. Each studio program applicant must submit a comprehensive portfolio of recent work. This portfolio should include a minimum of 20 works of art in the proposed area of focus.

Campus visits are highly recommended. Applicants may visit graduate classes, tour studio facilities, and meet faculty and current graduate students. The department webpage offers more information about department resources and faculty activity. Prospective students are encouraged to contact faculty who specialize in their areas of interest.

Curricular Requirements

All new studio art graduate students enter the MA program before proceeding to the MFA. Admission to the Master of Fine Arts program is by recommendation of the MA graduate committee during the student's MA oral review. The committee will recommend that the candidate continue to the MFA program or finalize studies at the University by graduating with an MA degree. The MFA degree requires 60 hours of coursework: 30 hours already completed for the MA degree plus 30 hours of additional coursework. An MFA Candidacy Review, MFA Thesis Exhibition, MFA Paper, and MFA Oral Review are required for completion of the program.

Code and Title		Hours
Required Courses		
ART 511	Graduate Seminar	3
ART 511	Graduate Seminar	3
ART 525	Graduate Critiques	3
ART 625	Graduate Critiques	3
ART Elective Courses		30
Select courses from ART 500 to ART 698 that align with Major Studio Area ¹		
Art History Elective Courses		9
Select courses from ARH 501 to ARH 580		
Graduate Electives		9
Select courses outside the major studio area that are in accordance with research interests. Courses chosen as electives may include ART 502 through ART 622, as well as other graduate-level courses outside the ART area (e.g. HY, EN, etc.). Non-ART electives must be chosen in agreement with graduate advisor. ²		
Total Hours		60

Footnotes

- ¹ ART 511 Graduate Seminar, ART 525 Graduate Critiques, or ART 625 Graduate Critiques do not count as ART electives.
- ² ART 511 Graduate Seminar, ART 525 Graduate Critiques, and ART 625 Graduate Critiques do not count as graduate electives.

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Comprehensive Exam/Capstone MFA Exhibition

All students present an exhibition as a requirement of the MFA degree. The exhibition is scheduled by the student in a venue of their choice and may be a solo, two-person or group show.

MFA Paper

The purpose of the MFA paper is to demonstrate an ability to articulate ideas inherent in one's studio research, and to place that research into a broader context in written form. The paper should follow the formalized guidelines appropriate for a research-based paper with a recommended length of 7 – 15 pages. Papers should follow the MLA writing style. Appropriate citations of footnotes, bibliographical reference, and index

of images contained in the document are required. The electronic form of the written thesis should be in PDF format with accompanying images integrated into the document.

MFA Oral Review

An MFA Oral Review is required for successful completion of the degree. These reviews are scheduled by the graduate director in the fifteenth week of the student's final semester of study. Students should arrive at their oral review prepared to deliver a formal five-minute presentation of their research and creative work, either by projected slideshow or installation. Students should be prepared to defend the quality of the work presented in terms of concept and craftsmanship and discuss the quality of the MFA Paper in regard to content, clarity, cohesion, research, and grammar. Following each review, the student is excused and the faculty assess the quality of the research/creative activity. After a period of discussion, the faculty either signs off on the student's work and the student moves on to complete their degree, places stipulations on their willingness to sign off on the student's work that must be completed in order to graduate, or fails the student and declines support for awarding an MFA. Students are informed of the decisions of the faculty immediately following the review.

Time Limits for Degree Completion

Graduate School information on Time Limits for Degree Completion (p. 15).

Student Progress Requirement

MFA Candidacy Review

During the fifteenth week of the fifth semester, as scheduled by graduate director, each candidate presents a 15-20 minute public lecture outlining their research and creative activity to an audience that includes the full graduate faculty. This lecture is followed by a 10-minute question and answer session. Following the Q&A, the public and the students are excused, and the MA committee assesses the quality of the research/creative activity, informing the student of their decision at that time. Students passing this review re-confirm their MFA committee and prepare for a final oral review by producing a body of work for exhibition, accompanied by a written statement. Students who fail this review repeat their candidacy review the following semester. A failed review may result in the faculty placing conditions upon the student's coursework or withdrawing GTA support. If a student fails the candidacy review a second time, it is recommended that they leave the program.

Initial review votes by faculty:

(votes are by simple majority)

Pass without stipulations

Student continues through the program, forms a committee, and prepares for an exhibition.

Pass with stipulations as described

Student continues in the program, forms a committee, and prepares for an exhibition of a body of work. Any stipulations are communicated to the student in person and in writing.

Fail / Not Pass without stipulations

Student continues in the program, working with their committee to prepare for a second review at the end of the following semester.

Fail / Not Pass with stipulations as described

Student continues in the program working with their committee to prepare for a second review at the end of the following semester and

to address stipulations outlined by the committee. Any stipulations are communicated to the student in person and in writing.

Fail / Not Pass with immediate dismissal from program

Student is dismissed from program and suspended from the Graduate School. They are no longer allowed to enroll in graduate classes.

Second review votes by faculty:

Pass without stipulations

Student continues through the program and prepares for an exhibition of a body of work.

Pass with stipulations as described

Student continues in the program, prepares for an exhibition of a body of work after addressing stipulations outlined by the committee. Any stipulations are communicated to the student in person and in writing.

Fail / Not Pass with immediate dismissal from program

Student is dismissed from program and suspended from the Graduate School. They are no longer allowed to enroll in graduate classes.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Department of Biological Sciences

Research facilities include: Molecular Biology Core Facility, Steven Johnson Molecular Systematics Lab, Optical Analysis Facility, Aquatic Chemistry Laboratory, Animal Care Facility, as well as extensive museum collections and databases in the Scientific Collections Facility.

Local field sites include: J. Nicholene Bishop (Tanglewood) Biological Station, The University of Alabama Arboretum, Dauphin Island Sea Lab, and Talladega National Forest.

- Majors
 - Biological Sciences, MA (p. 286)
 - Biology, MS (p. 288)
 - Marine Science, MS (p. 299)
 - Biology, PhD (p. 294)

Chair

- Robert Visalli

Graduate Program Director

- Jon Benstead

Biological Sciences

Prerequisite: Graduate standing.

Courses at the 500 level are not open to students who have received credit for the same courses at the 400 level.

BSC500 Vertebrate Funct Morphol

Hours 4

Morphology of animals, primarily vertebrates, with emphasis on functional aspects of anatomy. Laboratory deals mainly with comparative anatomy of the vertebrates. Offered fall semester.

BSC505 Introduction to Graduate Studies in Biological Sciences

Hours 2

This graduate level course presents topics designed to accelerate the progress and success of incoming and early stage graduate students as they transition into a M.S. or Ph.D. program in Biological Sciences. As a career preparation course, it aims to provide graduate students the practical skills and tools that will be applicable throughout their careers, regardless of their research focus.

Marine Science

Courses offered at DISL carry the same credit toward graduate degrees as those taught on The University of Alabama campus by the Department of Biological Sciences.

MS548 Intro To Oceanography

Hours 4

A general introduction to the oceans, with emphasis on chemical, physical, and geological processes and the relationship of these processes to biological systems.

[View All Courses](#)

Biological Sciences, MA

The Master of Arts (MA) in Biological Sciences is a course-work only degree designed for individuals who wish to enhance their knowledge of foundational concepts in Biological Sciences and gain practical hands-on training in controlled laboratory exercises, data analysis and presentation as well as scientific pedagogical practices. This degree does not require the traditional intensive commitment to data-driven research that is the hallmark of the Master of Science (MS) degree in Biology.

Admission Requirements

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Code and Title		Hours
Courses Required for All M.A. Students		
BSC 604 or BSC 610	Sci Writing and Presentation Pedagogy in Biological Science	3
BSC 505	Intro to Grad Studies	2
BSC 601	Biological Sciences Seminar (required each semester in residence at the Tuscaloosa campus)	1
At least one course designated as laboratory		3-4
BSC 511	Phage Discovery Laboratory	
BSC 520	Principles Of Systematics	

BSC 525	Human Physiology Lab
BSC 526	Computational Biology Lab
BSC 528	Biology Of Fishes
BSC 534	Plant Systematics
BSC 539	Bch/Molecular Biology Lab
BSC 542	Integrated Genomics
BSC 553	Biochemistry Lab
BSC 558	Drug Discovery Laboratory
BSC 564	Biology Of Algae
BSC 569	Histology Of Vertebrates
BSC 575	General Entomology
BSC 576	Aquatic Insects
BSC 656	Microscopical Techniques

Biology Electives 8-20

BSC 512	Limnology	
BSC 515	Wetland Ecology	
BSC 516	Disease Ecology	
BSC 517	Environmental Modeling	
BSC 519	Evolutionary Genomics	
BSC 521	Pers Gen Med	
BSC 522	Biology of Cancer	
BSC 524	Human Physiology	
BSC 530	Introduction to Pharmacology	
BSC 531	Pathogenic Microbiology	
BSC 535	Immunology	
BSC 541	Developmental Biology	
BSC 544	General Virology	
BSC 548	Animal Behavior	
BSC 549	Endocrinology	
BSC 550	Fundamentals of Biochemistry	
BSC 551	Bch/Molecular Biology II	
BSC 555	Chemical Ecology	
BSC 556	Microbial Ecology	
BSC 565	Principles Of Toxicology	
BSC 570	Prin Pop Genetics	
BSC 571	Plant Physiology	
BSC 573	Bioinformatics	
BSC 580	Plant Ecology	
BSC 581	Adv Biostatistics with R	
BSC 582	Conservation Biology	
BSC 583	Evolution	
BSC 585	Found Forest Res and Conserv	
BSC 587	Biogeography	
BSC 590	Stream Ecology	
BSC 594	Signal Transduction Neuroby	
BSC 666	Disease Models and Mechanisms	
BSC 675	Global Change Biology	
BSC 695	Spec Topics Biolog Sci	
Total Hours		30
BSC 696	Resident Study	2-6

A minimum of 30 credit hours of graduate coursework is required including:

- At least 26 credit hours with a letter grade (i.e., not Pass/Fail)
- A maximum of 6 credit hours with a letter grade may be taken from BSC 696 Resident Study.
- At least one course designated as laboratory must be completed.
- M.A. students are required to enroll in BSC 505 Intro to Grad. Studies. Additionally M.A. students must enroll in either BSC 604 Scientific Writing or BSC 610 Pedagogy in Biological Science.
- NOTE: Up to 4 hours of Pass/Fail credit can be applied toward fulfillment of degree requirements. Only BSC 601 Biological Sciences Seminar may be applied as Pass/Fail credit for the M.A. degree.
- Of the 30 required credit hours, 18 must carry the BSC or MS designation.

All courses taken for MA graduate credit hours must be numbered 400 and above. A maximum of 6 semester hours of 400-level course credit may be accepted for a master's degree only if all the following apply:

1. The 400-level courses taken are outside the Biological Sciences Department.
2. The department offering the 400-level course offers a graduate degree.
3. The 400-level course must carry appropriate extra work to be counted for graduate credit.
4. The student must have the consent of his/her committee chair.
5. Please contact the graduate program assistants to initiate this form through DocuSign.

Candidates for the M.A. degree must complete a culminating "Capstone" experience – a written review of a relevant topic in Biological Sciences and give a public presentation on the scope of this review (see Section 6, below).

BSC 598, BSC 599, BSC 507, BSC 607, or BSC 698 may not be applied toward this degree.

Transfer Credit

See information on transfer credit. (p. 15)

Comprehensive Exam/Capstone

Culminating "Capstone" Experience: In addition to earning a minimum of 30 semester hours of credit, candidates for the M.A. degree are required to complete the following Capstone Experience:

In-depth topical literature survey. Students must prepare a formal paper, publicly present and pass an oral exam on a literature topic approved by the M.A. Advisory Committee. During the semesterly committee meetings the student and committee members will establish specific timelines, due dates, a topic and parameters of the written review (page length, style, citation number etc...). The timelines will address when the topic must be selected and approved, when a first draft of the outline and citation list must be provided to the committee, as well as when the first and penultimate drafts of the document must be submitted to the committee and comments returned to the student.

Formal Departmental Seminar: The public presentation of your work is a requirement for graduation. Master's students must present their research at the Departmental Symposium in the first or second semester prior to graduation. Those students with a documented reason for not presenting should petition the Biological Sciences Graduate Committee for an exception to this rule.

Presentation and Oral Examination: In addition to participation in the departmental research symposiums, a publicly announced final formal

departmental presentation on the topic of the student's literature review is required for M.A. students. The oral exam will take place immediately following the public seminar. All students are required to notify departmental office personnel of the date, time and room location of their formal presentation a minimum of 14 days prior. A title and an abstract must be submitted to the departmental office at the time of notification so that a public announcement can be made.

In addition, a copy of the final draft of your review must be made available to BSC faculty wishing to review it. The report will be posted in a password-protected Box folder during the 2-week period preceding the examination. The absolute final date to schedule the formal departmental presentation and oral examination is the day preceding that set by the graduate school as the last day to report the results of final comprehensive examinations.

Failure to meet any of these requirements will result in a delay of the M.A. examination.

Final Oral Examination: All M.A. students must pass a final oral examination related to their literature survey topic. Final oral examination questions may also include subjects beyond the student's literature review and reflect material pertinent to graduate-level coursework undertaken by the student. Final oral examinations must be taken not less than two weeks prior to the proposed graduation date. All committee members must attend and participate in the oral examination. Committee members may participate virtually in the case of illness or required travel, if the member(s) can see and hear the presentation and actively participate in questioning of the candidate. The student's advisor must adhere to the technical requirements put forth by the Graduate School. Under exceptional circumstances, the student may be allowed to participate virtually. The student must obtain the approval of their committee chair and petition the BSC Graduate Program Director. All students are required to notify the departmental office of their final oral examination 14 days prior to the exam.

All departmental faculty have the right to attend the oral examination and have the right to ask questions of the student that are relevant to the goals of the examination. Only faculty on the student's committee may vote on whether the student has passed or failed the examination.

Time Limits for Degree Completion

See information on time limits for degree completion. (p. 15)

Student Progress Requirement

M.A. Advisory Committee: A student must form an M.A. Advisory Committee prior to their first committee meeting. The first committee meeting must be held no later than one month after completion of the first semester of studies (by January 31st for students entering in the fall semester and by June 30th for students entering in the spring semester) to evaluate progress toward a degree. Earlier meeting dates may be held at the student's request. In subsequent Fall and Spring semesters of study, the committee will meet prior to April 15th or December 15th to review progress during the previous semester. It will also meet as needed to administer all final examinations, and to examine and approve the culmination Capstone Experience.

The M.A. Advisory Committee must consist of at least three members. All members of an M.A. Advisory Committee must be members of the Graduate Faculty. The Department Chair is a non-voting, ex officio member of all graduate student committees. The Chair of the M.A. advisory committee may be any tenure/tenure-track member of UA Biological Sciences faculty. By default, the Chair will be the director of the

M.A. program, unless the student selects another faculty member who agrees to this responsibility.

Annual Progress Review: First year students must meet with their committee after completing the first semester of studies (by January 31st for students entering in the fall semester and by June 30th for students entering in the spring semester) Subsequently, Each graduate student will meet each semester prior to December 15th or April 15th with her/his M.A. Advisory Committee for the purpose of reviewing the student's progress toward a degree during the previous academic year. Earlier committee meetings may be held at the request of the student or the committee chair.

- **Pass:** The graduate student is making satisfactory research progress commensurate with their time in the program, has maintained at least a 3.0 cumulative GPA, and has met other requirements of the program (e.g., formed a committee, presented a research proposal, etc.) in a timely manner.
- **Probationary Pass:** The graduate student has fallen behind schedule with respect to such requirements as formation of a committee, literature search and submission of a research proposal, scheduling and taking required examinations (for PhD students only), writing of the thesis or dissertation etc. (see degree timeline), or little or no research progress has been made since the last annual review. It may apply to a student receiving a grade lower than a B in a course during the previous year even though the (overall cumulative) GPA is 3.0 or higher. Committees awarding a Probationary Pass for students who have fallen behind schedule must provide a written rationale to the Graduate Committee and the Department Chair in the annual committee report, including clearly defined milestones or benchmarks the student must reach in order to bring their performance up to standard. The student must submit a remediation plan to their committee members addressing the concerns of the committee, including procedures for how milestones and benchmarks will be met, as well as a timeline, within two weeks of notification of their Probationary Pass. This plan must be signed by the major advisor and two other members of the student's advisory committee, and presented for approval to the Graduate Program Director. Once approved, the remediation plan document will be placed in the student's file, and a copy given to the student. Furthermore, the graduate student must have a follow-up committee meeting within six months of the annual review to evaluate their progress on the remediation plan. At the conclusion of the six-month follow-up meeting, the student will be awarded either a Pass or a Fail.
- **Fail:** The graduate student's progress is unacceptable for reasons such as a cumulative GPA of less than 3.0 in all (both graduate and undergraduate) courses attempted, insufficient research progress, or not completing the degree within time limits without an acceptable/ approved reason.

Graduate students receiving a ranking of Fail for any annual review, or two rankings of Conditional Pass for any two annual reviews, will be dismissed from the Biological Sciences Graduate Program.

Appeal of a dismissal decision. If a decision was made to dismiss the student from the program, the student may make a formal appeal. This should be done according to the University of Alabama's University-wide Academic Grievance Procedures, described in the faculty handbook.

Additional Academic Requirements

All graduate students are required to register for and attend the weekly departmental seminar, enrolling in BSC 601 Biological Sciences Seminar each semester they are in residence at the Tuscaloosa campus.

Academic Misconduct Information

See information on academic misconduct. (p. 7)

Withdrawals and Leave of Absence Information

See information on withdrawals and leave of absence in the handbook. (p. 244)

Academic Grievances Information

See information on academic grievances. (p. 255)

Grades and Academic Standing

See information on grades and academic standing. (p. 28)

Graduate School Deadlines Information

See information on Graduate School deadlines.

Application for Graduation Information

See information on application for graduation. (p. 15)

Funding opportunities are not available for the Biology MA program.

Biology, MS

The Master of Sciences (MS) in Biological Sciences is a research-intensive degree designed to prepare students for careers in the life sciences or further training in preparation for pursuing a PhD in the biological sciences. Students are required to conduct their own independent research while participating in either the Plan I (with thesis) or Plan II (without thesis) degree tracks leading to the MS in Biological Sciences. Plan I is the traditional track in which students are required to perform independent research and submit a formal thesis formatted to university guidelines and give a public defense of the thesis. Plan II (without thesis) also requires independent research and the completion of a Capstone Experience Research Report, as well as a formal defense of the research.

Admissions

The goal of the admission process is to identify students who will thrive in the program and go on to have successful careers in science. The application should contain information that allows us to judge the applicant's academic and research potential and determine whether a suitable match exists with potential faculty mentors.

Prospective applicants for the M.S. and Ph.D. degree programs must contact one or more faculty members prior to the application process to discuss their research interests and to determine whether space is available in the research group. Most successful applicants will have established a mutual interest with a faculty member who is willing to serve as the student's research advisor and in whose lab the student will conduct his/her research.

To learn about faculty-specific research interests and for faculty contact information, visit the Department of Biological Sciences research page.

When To Apply

The Biological Sciences Graduate Program utilizes a rolling admissions process by which applications are evaluated as they are received. However, applicants are strongly encouraged to adhere to the following deadlines:

- Fall applicants (mid-August start date): December 10
- Spring applicants (mid-January start date): June 1

This will ensure that potential students can be considered for all available graduate assistantships. Note that University of Alabama Graduate School fellowships are only available to students applying for fall admission. Students may begin study in the spring semester, although availability of financial support is limited. Some exceptions to these deadlines may occur on a case-by-case basis; however, international students require at least a 6-month lead time to obtain appropriate visas. The department does not admit new students in summer terms, except under very exceptional circumstances. All applications are initiated through The University of Alabama Graduate School application portal. Following review by the Graduate School, applications meeting the minimum criteria are referred to the department admissions committee for further consideration.

Requirements

Minimum requirements for entrance into our graduate program include:

- GPA 3.0/4.0 minimum. Some international applicants may have been evaluated on a different scale. Graduate School will evaluate your transcripts when you apply.
- A Bachelor's degree in Biology, Ecology, Environmental Science, or related field.
- Support of a Faculty Mentor. Applicants are expected to contact one (or more) faculty members to gain support for admission to their lab. Prospective students should contact faculty members whose research program matches their interest, and describe their short-term and long-term professional goals and explain why they feel graduate study in our department and that faculty member's lab are well-suited to those goals. Applications will not be considered complete without an interview with a prospective advisor.

We do not require applicant GRE scores for admissions to our program. International applicants may be required to demonstrate competency in English.

You can find additional answers to frequently asked questions regarding admissions on the Department of Biological Sciences website.

Before entering graduate study in the Biological Sciences, the applicant is expected to have a substantial knowledge of chemistry, mathematics, and physics, and to have completed basic courses in the biological sciences with high standards of scholarship. In general, a curriculum equivalent to that required of undergraduate majors in the Department of Biological Sciences is expected. Students admitted without this background may be required to make up course deficiencies without receiving graduate credit.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Plan I and Plan II both are available for the MS degree. A student pursuing an MS degree under either plan is expected to submit a formal research proposal by his or her second semester in residence, and to take final written and oral examinations before the degree is granted. Plan I requires 24 hours of coursework and a formal thesis; Plan II requires 30 hours of coursework and a written research report approved by the student's graduate committee. A "B" average must be maintained in all coursework.

Thesis - Plan I

Code and Title		Hours
Required Courses		
BSC 505	Intro to Grad Studies	2
BSC 601	Biological Sciences Seminar	1
Thesis Course		
BSC 599	Thesis Research	6
Biology Elective Courses		21
BSC 507	Research Tech In By	
BSC 511	Phage Discovery Laboratory	
BSC 512	Limnology	
BSC 515	Wetland Ecology	
BSC 516	Disease Ecology	
BSC 517	Environmental Modeling	
BSC 519	Evolutionary Genomics	
BSC 520	Principles Of Systematics	
BSC 521	Pers Gen Med	
BSC 522	Biology of Cancer	
BSC 524	Human Physiology	
BSC 525	Human Physiology Lab	
BSC 526	Computational Biology Lab	
BSC 528	Biology Of Fishes	
BSC 530	Introduction to Pharmacology	
BSC 531	Pathogenic Microbiology	
BSC 534	Plant Systematics	
BSC 535	Immunology	
BSC 539	Bch/Molecular Biology Lab	
BSC 541	Developmental Biology	
BSC 542	Integrated Genomics	
BSC 544	General Virology	
BSC 548	Animal Behavior	
BSC 549	Endocrinology	
BSC 550	Fundamentals of Biochemistry	
BSC 551	Bch/Molecular Biology II	
BSC 553	Biochemistry Lab	
BSC 555	Chemical Ecology	
BSC 556	Microbial Ecology	
BSC 558	Drug Discovery Laboratory	
BSC 564	Biology Of Algae	
BSC 565	Principles Of Toxicology	
BSC 569	Histology Of Vertebrates	
BSC 570	Prin Pop Genetics	
BSC 571	Plant Physiology	
BSC 573	Bioinformatics	
BSC 575	General Entomology	
BSC 576	Aquatic Insects	
BSC 580	Plant Ecology	
BSC 581	Adv Biostatistics with R	
BSC 582	Conservation Biology	
BSC 583	Evolution	
BSC 585	Found Forest Res and Conserv	
BSC 587	Biogeography	

BSC 590	Stream Ecology	
BSC 594	Signal Transduction Neuroby	
BSC 598	Non-Thesis Research	
BSC 607	Adv Research Tech In By	
BSC 656	Microscopical Techniques	
BSC 666	Disease Models and Mechanisms	
BSC 675	Global Change Biology	
BSC 695	Spec Topics Biolog Sci	
Total Hours		30

Additional Requirements:

24 credit hours other than BSC 599 Thesis Research, including:

- At least 19 credit hours with a letter grade (i.e., not Pass/Fail)
- A maximum of 6 credit hours with a letter grade may be taken from BSC 507 Research Tech In By and/or BSC 607 Adv Research Tech In By
- Up to 5 hours of Pass/Fail credit can be applied toward fulfillment of degree requirements. Pass/Fail hours can include up to a total of 4 credit hours of BSC 601 (Biological Sciences Seminar)
- Of the 30 required credit hours, 18 must carry the BSC or MS designation.
- There are no preconditions to enrolling in BSC 599, and there are no limits to the number of hours of BSC 599 taken – However, only 6 hours can be applied toward degree requirements. BSC 598 Non-Thesis Research may not be applied toward this degree.

All graduate students are **required** to register for and attend the weekly departmental seminar, enrolling in BSC 601 Biological Sciences Seminar **each semester** they are in residence at the Tuscaloosa campus.

See additional information regarding 400-level courses. (p. 15)

Non-Thesis - Plan II

Code and Title		Hours
Required Courses		
BSC 505	Intro to Grad Studies	2
BSC 601	Biological Sciences Seminar	1
Biology Elective Courses		27
BSC 507	Research Tech In By	
BSC 511	Phage Discovery Laboratory	
BSC 512	Limnology	
BSC 515	Wetland Ecology	
BSC 516	Disease Ecology	
BSC 517	Environmental Modeling	
BSC 519	Evolutionary Genomics	
BSC 520	Principles Of Systematics	
BSC 521	Pers Gen Med	
BSC 522	Biology of Cancer	
BSC 524	Human Physiology	
BSC 525	Human Physiology Lab	
BSC 526	Computational Biology Lab	
BSC 528	Biology Of Fishes	
BSC 530	Introduction to Pharmacology	
BSC 531	Pathogenic Microbiology	
BSC 534	Plant Systematics	
BSC 535	Immunology	

BSC 539	Bch/Molecular Biology Lab	
BSC 541	Developmental Biology	
BSC 542	Integrated Genomics	
BSC 544	General Virology	
BSC 548	Animal Behavior	
BSC 549	Endocrinology	
BSC 550	Fundamentals of Biochemistry	
BSC 551	Bch/Molecular Biology II	
BSC 553	Biochemistry Lab	
BSC 555	Chemical Ecology	
BSC 556	Microbial Ecology	
BSC 558	Drug Discovery Laboratory	
BSC 564	Biology Of Algae	
BSC 565	Principles Of Toxicology	
BSC 569	Histology Of Vertebrates	
BSC 570	Prin Pop Genetics	
BSC 571	Plant Physiology	
BSC 573	Bioinformatics	
BSC 575	General Entomology	
BSC 576	Aquatic Insects	
BSC 580	Plant Ecology	
BSC 581	Adv Biostatistics with R	
BSC 582	Conservation Biology	
BSC 583	Evolution	
BSC 585	Found Forest Res and Conserv	
BSC 587	Biogeography	
BSC 590	Stream Ecology	
BSC 594	Signal Transduction Neuroby	
BSC 598	Non-Thesis Research	
BSC 607	Adv Research Tech In By	
BSC 656	Microscopical Techniques	
BSC 666	Disease Models and Mechanisms	
BSC 675	Global Change Biology	
BSC 695	Spec Topics Biolog Sci	
Total Hours		30

Additional Requirements:

- At least 25 credit hours with a letter grade (i.e., not Pass/Fail)
- A maximum of 6 credit hours with a letter grade may be taken from BSC 507 Research Tech In By and/or BSC 607 Adv Research Tech In By
- Up to 5 hours of Pass/Fail credit can be applied toward fulfillment of degree requirements. Pass/Fail hours can include up to a total of 4 credit hours of BSC 601 Biological Sciences Seminar
- Of the 30 required credit hours, 18 must carry the BSC or MS designation.
- BSC 599 Thesis Research may not apply toward this degree

All graduate students are **required** to register for and attend the weekly departmental seminar, enrolling in BSC 601 Biological Sciences Seminar **each semester** they are in residence at the Tuscaloosa campus.

See additional information regarding 400-level courses. (p. 15)

Transfer Credit

See information on transfer credit. (p. 15)

Accelerated Master's Program

See information on the Accelerated Master's Program. (p. 7)

Comprehensive Exams

Plan I: All students must pass a final oral examination (defense) related to their thesis. Final oral examination questions may also include other subjects beyond the student's research that the M.S. Advisory Committee or other faculty consider relevant. Final oral examinations for the M.S. Plan I must be taken **not less than six weeks prior** to the proposed graduation date (Note: This deadline does not include time required for revision of the thesis after the defense). The outside member of the student's committee must attend and participate in the final defense; this may be a virtual presence if the member can see and hear the presentation and actively participate in questioning of the candidate.

All departmental faculty members have the right to attend the final oral defense, and have the right to ask questions of the student that are relevant to the goals of the examination. Only faculty on the student's committee may vote on whether the student has passed or failed the examination.

Plan II: All M.S. Plan II students must pass a final oral examination related to their research or literature survey topic. Final oral examination questions may also include other subjects beyond the student's research that the M.S. Plan II Advisory Committee or other faculty members consider to be relevant. Final oral examinations must be taken not less than two weeks prior to the proposed graduation date. All committee members must attend and participate in the oral examination, either in-person or by electronic means (e.g., Skype). All students are required to notify the departmental office of their final oral examination 14 days prior to the exam.

All departmental faculty have the right to attend the oral examination, and have the right to ask questions of the student that are relevant to the goals of the examination. Only faculty on the student's committee may vote on whether the student has passed or failed the examination.

Plan I

M.S. Plan I Advisory Committee: A student must form a M.S. Advisory Committee prior to their first annual review meeting. The first committee meeting is to be held after completion of the first semester of studies (by January 31st for students entering in the fall semester and by June 30th for students entering in the spring semester) to evaluate progress toward a degree. In subsequent years of study, the committee will meet prior to December 15th to review progress during the previous academic year. It will also meet as needed to administer all final examinations, and to examine and approve the thesis.

M.S. Research Proposal: A formal research proposal is required and should be completed by the end of the student's second semester in the program. This proposal should include:

1. A full but concise statement of the specific goals of the research.
2. A review of the relevant literature to place the proposed work in a solid theoretical context.
3. A discussion of the significance of the proposed research and how it addresses a novel question.

4. A description of the experimental design, including experimental methods, procedures, and methods used in analysis and interpretation of results.
5. Literature citations.

The M.S. Advisory Committee can establish additional requirements such as page length and format. The proposal should be submitted to and approved by the student's

M.S. Advisory Committee no later than the end of the student's second semester enrolled in the Graduate Program. A new proposal will be required if the thesis research changes significantly.

Research Expectations: A formal thesis, prepared in accordance with university regulations, is required. The thesis shall be based upon research approved by the student's M.S. Advisory Committee and conducted under the supervision of the major professor. See <https://services.graduate.ua.edu/etd/> for formatting and submission guidelines.

Formal Departmental Seminar: The public presentation of your research is a requirement for graduation. Master's students must present their research at the Departmental Symposium in the first or second semester prior to graduation. Those students with a documented reason for not presenting should petition the Biological Sciences Graduate Committee for an exception to this rule.

Final Oral Seminar and Defense: In addition to participation in the departmental research symposiums, a publicly announced final formal departmental seminar concerning the student's research is required. The seminar is scheduled immediately preceding the final oral examination. All students are required to notify departmental office personnel of the date, time and room location of their formal seminar a minimum of **14 days prior to the seminar**. A title and an abstract must be submitted to the departmental office at the time of seminar notification so that a public announcement can be made. In addition, a copy of the final draft of your thesis must be made available to BSC faculty wishing to review it. The thesis will be posted in a password-protected Box folder during the 2-week period preceding the defense. Failure to meet any of these requirements will result in a delay of the thesis defense.

All students must pass a final oral examination (defense) related to their thesis. Final oral examination questions may also include other subjects beyond the student's research that the M.S. Advisory Committee or other faculty consider relevant. Final oral examinations for the M.S. Plan I must be taken **not less than six weeks prior** to the proposed graduation date (Note: This deadline does not include time required for revision of the thesis after the defense). All members of the student's committee must attend and participate in the final defense. Committee members may participate virtually in the case of illness or required travel, if the member(s) can see and hear the presentation and actively participate in questioning of the candidate. The student's advisor must adhere to the technical requirements put forth by the Graduate School. Under exceptional circumstances, the student may be allowed to participate virtually. The student must obtain the approval of their committee chair and petition the BSC Graduate Program Director.

All departmental faculty members have the right to attend the final oral defense, and have the right to ask questions of the student that are relevant to the goals of the examination. Only faculty on the student's committee may vote on whether the student has passed or failed the examination.

See additional information on Plan I Advisory Committee. (p. 15)

Plan II

M.S. Plan II Advisory Committee: A student must form a M.S. Advisory Committee prior to their first annual review meeting. The first committee meeting is to be held after completion of the first semester of studies (by January 31st for students entering in the fall semester and by June 30th for students entering in the spring semester) to evaluate progress toward a degree. In subsequent years of study, the committee will meet prior to December 15th to review progress during the previous academic year. It will also meet as needed to administer all final examinations, and to examine and approve the culmination Capstone Experience.

The M.S. Advisory Committee must consist of at least three members. All members of an M.S. Advisory Committee must be members of the Graduate Faculty. For Plan II M.S. degree-seeking students, all three committee members may all be Graduate faculty in the Department of Biological Sciences. No more than one of the three committee members can be from outside of the department or University. The Department Chair is a non-voting, *ex officio* member of all graduate student committees.

Culminating "Capstone" Experience: In addition to earning a minimum of 30 semester hours of credit, candidates for the M.S. Plan II degree are required to complete one or more of the following:

A. Non-thesis research project. This requirement is met by completing a research project under the supervision and to the satisfaction of the student's M.S. Plan II Advisory Committee. The M.S. Plan II Advisory Committee determines the nature and extent of the research project. The student must prepare a report, present a public seminar, and pass an oral examination on this research. The oral exam will take place immediately following the public seminar. The research report must be submitted to the M.S. Plan II Advisory Committee for review at least 14 days prior to the public seminar and oral exam. In addition, a copy of the research report must be submitted to the department office and the public defense announced at least 14 days prior to the seminar and exam date. Students selecting this option may apply up to 6 hours of BSC 507/BSC 607 and up to 5 hours of BSC 598 Non-Thesis Research toward fulfillment of requirements for the degree.

B. Research practicum. This requirement is met by earning 6 credit hours of BSC 507 Research Tech In By under the supervision and to the satisfaction of the student's M.S. Plan II Advisory Committee. The M.S. Plan II Advisory Committee determines the nature and extent of the BSC 507 research project. Examples of research practicum experiences include, but are not limited to, conducting research in the M.S. Plan II Advisor's laboratory, at a regional research center (e.g., HudsonAlpha Institute for Biotechnology, Joseph W. Jones Ecological Research Center), or at a national lab (e.g., National Institutes of Health). The student must prepare a report, present a formal public seminar, and pass an oral exam on the research experience. The oral exam will take place immediately following the public seminar. The research report must be submitted to the M.S. Plan II Advisory Committee for review at least 14 days prior to the oral exam. In addition, a copy of the research report must be submitted to the Department office and the public seminar and exam announced at least 14 days prior to the date. Students selecting this option may apply up to 6 hours of BSC 507/BSC 607 toward fulfillment of requirements for the M.S. Plan II degree. BSC 598 may not be applied toward fulfillment of requirements for the degree under this option.

C. In-depth topical literature survey. Students selecting this option must prepare a formal paper and pass an oral exam on a research

topic approved by the M.S. Plan II Advisory Committee. Students selecting this option may not apply BSC 507, BSC 598, BSC 607, or BSC 698 toward fulfillment of requirements for the degree.

Culminating "Capstone" Experience Proposal: A formal Capstone Experience proposal is required and should be completed by the end of the student's second semester in the program. This proposal should include a full but concise statement of the specific goals of the Capstone Experience. M.S. Plan II option A candidates must also include in their proposals the following:

1. A full but concise statement of the specific goals of the research.
2. A review of the relevant literature to place the proposed work in a solid theoretical context.
3. A discussion of the significance of the proposed research and how it addresses a novel question.
4. A description of the experimental design, including experimental methods, procedures, and methods used in analysis and interpretation of results.
5. Literature citations.

The M.S. Advisory Committee can establish additional requirements such as page length and format. The proposal should be submitted to and approved by the student's M.S. Advisory Committee not later than the end of the second semester. A new proposal will be required if the thesis research changes significantly.

Formal Departmental Seminar (M.S. Plan II Options A and B only): The public presentation of your research is a requirement for graduation. Master's students must present their research at the Departmental Symposium in the first or second semester prior to graduation. Those students with a documented reason for not presenting should petition the Biological Sciences Graduate Committee for an exception to this rule.

In addition to participation in the departmental research symposiums, a publicly announced final formal departmental seminar of the student's research is required for students selecting M.S. Plan II Options A and B. The oral exam will take place immediately following the public seminar. All students are required to notify departmental office personnel of the date, time and room location of their formal seminar and exam a minimum of **14 days prior to the date**. A title and an abstract must be submitted to the departmental office at the time of defense notification so that a public announcement can be made. In addition, a copy of the final draft of your written report must be made available to BSC faculty wishing to review it. The report will be posted in a password-protected Box folder during the 2-week period preceding the examination. Failure to meet any of these requirements will result in a delay of the Plan II M.S. defense.

Final Oral Seminar and Examination: All M.S. Plan II students must pass a final oral examination related to their research or literature survey topic. Final oral examination questions may also include other subjects beyond the student's research that the M.S. Plan II Advisory Committee or other faculty members consider to be relevant. Final oral examinations must be taken not less than two weeks prior to the proposed graduation date. All committee members must attend and participate in the oral examination.

Committee members may participate virtually in the case of illness or required travel, if the member(s) can see and hear the presentation and actively participate in questioning of the candidate. The student's advisor must adhere to the technical requirements put forth by the Graduate School. Under exceptional circumstances, the student may be allowed to participate virtually. The student must obtain the approval of their committee chair and petition the BSC Graduate Program Director. All

students are required to notify the departmental office of their final oral examination 14 days prior to the exam.

All departmental faculty have the right to attend the oral examination and have the right to ask questions of the student that are relevant to the goals of the examination. Only faculty on the student's committee may vote on whether the student has passed or failed the examination.

For M.S. Plan II as a transitional degree (pre-Ph.D.): In order to qualify for the M.S. degree, Ph.D. students must fulfill all requirements of the M.S. Plan II culminating "Capstone" experience option A, namely (i) submit a written report detailing the research experience, (ii) present a formal departmental dissertation and (iii) pass a final oral examination). Research applied toward fulfillment of the M.S. Plan II degree requirements may not be applied toward fulfillment of requirements for the Ph.D. degree.

Time Limits for Degree Completion

See information on time limits for degree completion. (p. 15)

Student Progress Requirement

Annual Progress Review: First year students must meet with their committee after completing the first semester of studies (by January 31st for students entering in the fall semester and by June 30th for students entering in the spring semester). Subsequently, each graduate student will meet annually prior to December 15th with her/his M.S. Advisory Committee for the purpose of reviewing the student's progress toward a degree during the previous academic year.

This evaluation will result in a "Pass", "Probationary pass", or "Fail". Guidelines for these rankings are given below:

- **Pass:** The graduate student is making satisfactory research progress commensurate with their time in the program, has maintained at least a 3.0 cumulative GPA, and has met other requirements of the program (e.g., formed a committee, presented a research proposal, etc.) in a timely manner.
- **Probationary Pass:** The graduate student has fallen behind schedule with respect to such requirements as formation of a committee, literature search and submission of a research proposal, scheduling and taking required examinations (for PhD students only), writing of the thesis or dissertation etc. (see degree timeline), or little or no research progress has been made since the last annual review. It may apply to a student receiving a grade lower than a B in a course during the previous year even though the (overall cumulative) GPA is 3.0 or higher. Committees awarding a Probationary Pass for students who have fallen behind schedule must provide a written rationale to the Graduate Committee and the Department Chair in the annual committee report, including clearly defined milestones or benchmarks the student must reach in order to bring their performance up to standard. The student must submit a remediation plan to their committee members addressing the concerns of the committee, including procedures for how milestones and benchmarks will be met, as well as a timeline, within two weeks of notification of their Probationary Pass. This plan must be signed by the major advisor and two other members of the student's advisory committee, and presented for approval to the Graduate Program Director. Once approved, the remediation plan document will be placed in the student's file, and a copy given to the student. Furthermore, the graduate student must have a follow-up committee meeting within six months of the annual review to evaluate their progress on the remediation plan. At the conclusion of the six-month follow-up meeting, the student will be awarded either a Pass or a Fail.

- **Fail:** The graduate student's progress is unacceptable for reasons such as a cumulative GPA of less than 3.0 in all (both graduate and undergraduate) courses attempted, insufficient research progress, or not completing the degree within time limits without an acceptable/approved reason.

Graduate students receiving a ranking of Fail for any annual review, or two rankings of Conditional Pass for any two annual reviews, will be dismissed from the Biological Sciences Graduate Program.

Appeal of a dismissal decision. If a decision was made to dismiss the student from the program, the student may make a formal appeal. This should be done according to the University of Alabama's University-wide Academic Grievance Procedures, described in the faculty handbook and available online at <http://facultyhandbook.ua.edu/>.

Additional Academic Requirements

All graduate students are required to register for and attend the weekly departmental seminar, enrolling in BSC 601 Biological Sciences Seminar each semester they are in residence at the Tuscaloosa campus.

Academic Misconduct Information

See information on academic misconduct. (p. 7)

Withdrawals and Leave of Absence Information

See information on withdrawals and leave of absence in the handbook. (p. 244)

Academic Grievances Information

See information on academic grievances. (p. 255)

Grades and Academic Standing

See information on grades and academic standing. (p. 28)

Graduate School Deadlines Information

See information on Graduate School deadlines.

Application for Graduation Information

See information on application for graduation. (p. 21)

Acquisition of Financial Support:

All students in good standing in the Biology MS program are normally supported by a graduate research assistantship (GRA) funded through their advisor, a graduate teaching assistantship (GTA) funded by the Department, or a fellowship. Both types of assistantships provide an equivalent stipend and benefits along with paid tuition and fees. Financial support is guaranteed through the first five years in the program for all PhD students who meet performance expectations and who do not meet any Conditions for Termination of Financial Support (see below). Students will be informed of impending financial support termination at least one semester prior to the support termination date except in the special cases noted under Conditions for Termination of Financial Support. Students in good standing may petition the Graduate Program Director for continuing GTA support beyond the third year on a semesterly basis. Petitions for continuing support must be submitted to the Graduate Program Director at least three months prior to the start of the final semester of guaranteed support.

Fellowship Nominations:

Eligible students who excel in the program may be nominated by the Department for UA fellowships. Nominees are selected by Graduate

Committee vote based upon prospective nominee research productivity, academic performance, and contributions to the Department. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits at least commensurate with those provided through GRA or GTA support.

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in the Biology MS program.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support
- The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, The UA College of Arts and Sciences, UA Environmental Health and Safety, and the Department of Biological Sciences.
- Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria will be subject to termination of financial support pending Department of Biological Sciences administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Department Chair and Graduate Program Director—with input from the Graduate Committee—will recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

- *Dereliction of duty.* Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee (for teaching assistants) or the research advisor (for research assistants); or failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee (for teaching assistants) or by the research advisor (for research assistants) and the student's departmental memorandum of appointment.
- *Resolved finding of Academic Misconduct.* Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.
- *Failure to have a department-approved research advisor for more than one semester.* Students without an advisor will be subject to the Graduate School's "No Clear Path" policy. (p. 15)
- *Loss of good academic standing.* Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Each graduate student must maintain a minimum grade point average (GPA) of 3.0 to remain in good academic standing. All graduate students must maintain a minimum of 6 credit hours during fall and spring semesters to maintain full time status - excluding credit hours awarded for service as a Graduate Teaching Assistant (GTA). Students may register for a maximum of 15 semester hours, inclusive of credit hours awarded for service as a GTA. Graduate Students must be full time students to receive GTAs and Graduate Research Assistantships (GRAs).

Biology, Ph.D.

The Doctor of Philosophy (Ph.D.) in Biological Sciences is a research-intensive degree designed to prepare students for advanced careers in the life sciences in the biological sciences. Students are required to conduct their own independent research in order to complete a comprehensive dissertation, while also completing the required coursework leading to a Ph.D. in Biological Sciences. Students in the program may either have primary mentors who are located at the University of Alabama campus in Tuscaloosa, AL or University of Alabama faculty who are primarily located on the coast at the Dauphin Island Sea Lab campus in Dauphin Island, AL.

Admissions

The goal of the admission process is to identify students who will thrive in the program and go on to have successful careers in science. The application should contain information that allows us to judge the applicant's academic and research potential and determine whether a suitable match exists with potential faculty mentors.

Prospective applicants for the M.S. and Ph.D. degree programs **must** contact one or more faculty members prior to the application process to discuss their research interests and to determine whether space is available in the research group. Most successful applicants will have established a mutual interest with a faculty member who is willing to serve as the student's research advisor and in whose lab the student will conduct his/her research.

To learn about faculty-specific research interests and for faculty contact information, visit the Departmental of Biological Sciences research page.

When To Apply

The Biological Sciences Graduate Program utilizes a rolling admissions process by which applications are evaluated as they are received. However, applicants are strongly encouraged to adhere to the following deadlines:

- Fall applicants (mid-August start date): December 10
- Spring applicants (mid-January start date): June 1

This will ensure that potential students can be considered for all available graduate assistantships. Note that University of Alabama Graduate School fellowships are only available to students applying for fall admission. Students may begin study in the spring semester, although availability of financial support is limited. Some exceptions to these deadlines may occur on a case-by-case basis; however, international students require at least a 6-month lead time to obtain appropriate visas. The department does not admit new students in summer terms, except under very exceptional circumstances. All applications are initiated through The University of Alabama Graduate School application portal. Following review by the Graduate School, applications meeting the minimum criteria are referred to the department admissions committee for further consideration.

Requirements

Minimum requirements for entrance into our graduate program include:

- GPA 3.0/4.0 minimum. Some international applicants may have been evaluated on a different scale. Our international office will translate your transcripts when you apply.
- A Bachelor's degree in Biology, Ecology, Environmental Science, or related field.
- Support of a Faculty Mentor. Applicants are expected to contact one (or more) faculty members to gain support for admission to their

lab. Prospective students should contact faculty members whose research program matches their interest, and describe their short-term and long-term professional goals and explain why they feel graduate study in our department and that faculty member's lab are well-suited to those goals. Applications will not be considered complete without an interview with a prospective advisor.

We do not require applicant GRE scores for admissions to our program. International applicants may be required to demonstrate competency in English.

You can find additional answers to frequently asked questions regarding admissions on The Department of Biological Sciences website.

Before entering graduate study in the Biological Sciences, the applicant is expected to have a substantial knowledge of chemistry, mathematics, and physics, and to have completed basic courses in the biological sciences with high standards of scholarship. In general, a curriculum equivalent to that required of undergraduate majors in the Department of Biological Sciences is expected. Students admitted without this background may be required to make up course deficiencies without receiving graduate credit.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Coursework and Requirements for Ph.D. Students (54 credit hours)

Code and Title	Hours
Dissertation Research	18
BSC 699 Dissertation Research	
Required Courses ¹	11
BSC 505 Intro to Grad Studies	
BSC 601 Biological Sciences Seminar (required each semester in residence at the Tuscaloosa campus)	
Elective Courses	37
BSC 500 Vertebrate Funct Morphol	
BSC 507 Research Tech In By	
BSC 511 Phage Discovery Laboratory	
BSC 512 Limnology	
BSC 515 Wetland Ecology	
BSC 516 Disease Ecology	
BSC 517 Environmental Modeling	
BSC 519 Evolutionary Genomics	
BSC 520 Principles Of Systematics	
BSC 521 Pers Gen Med	
BSC 522 Biology of Cancer	
BSC 524 Human Physiology	
BSC 525 Human Physiology Lab	
BSC 526 Computational Biology Lab	
BSC 528 Biology Of Fishes	
BSC 530 Introduction to Pharmacology	
BSC 531 Pathogenic Microbiology	
BSC 534 Plant Systematics	
BSC 535 Immunology	
BSC 539 Bch/Molecular Biology Lab	
BSC 541 Developmental Biology	
BSC 542 Integrated Genomics	
BSC 544 General Virology	

BSC 548	Animal Behavior
BSC 549	Endocrinology
BSC 550	Fundamentals of Biochemistry
BSC 551	Bch/Molecular Biology II
BSC 553	Biochemistry Lab
BSC 555	Chemical Ecology
BSC 556	Microbial Ecology
BSC 558	Drug Discovery Laboratory
BSC 564	Biology Of Algae
BSC 565	Principles Of Toxicology
BSC 567	Data Man. Vis. in R
BSC 569	Histology Of Vertebrates
BSC 571	Plant Physiology
BSC 573	Bioinformatics
BSC 575	General Entomology
BSC 576	Aquatic Insects
BSC 577	Invertebrate Zoology
BSC 580	Plant Ecology
BSC 581	Adv Biostatistics with R
BSC 582	Conservation Biology
BSC 583	Evolution
BSC 585	Found Forest Res and Conserv
BSC 587	Biogeography
BSC 590	Stream Ecology
BSC 594	Signal Transduction Neuroby
BSC 604	Sci Writing and Presentation
BSC 607	Adv Research Tech In By
BSC 610	Pedagogy in Biological Science
BSC 615	Integrative Biology Seminar
BSC 656	Microscopical Techniques
BSC 666	Disease Models and Mechanisms
BSC 675	Global Change Biology
BSC 695	Spec Topics Biolog Sci (Biochemistry Lab, Computational Biology, Molecular Ecology, Intro to Pharmacology, R-Programming and Data Mtg, Drug Discovery Lab, Microbiome in Disease & Health, Disease Ecology, Chemical Ecology, Experimental Design)

Additional Requirements:

- At least 30 credit hours with a letter grade (i.e., not Pass/Fail), which may include:
 - A maximum of 3 credit hours with a letter grade may be taken from BSC 507 Research Tech In By and up to 3 credit hours may be taken from BSC 607 Adv Research Tech In By
 - Letter-graded courses including BSC 695 Spec Topics Biolog Sci
- Up to 6 hours of Pass/Fail credit can be applied toward fulfillment of degree requirements. Pass/Fail hours can include BSC 698 Res Not Rel Dissertation and up to a total of 4 semester hours of BSC 601 Biological Sciences Seminar
- Of the 36 required credit hours other than BSC 699 Dissertation Research, 24 must carry the BSC designation.
- BSC 599 may not be applied toward this degree.

Transfer Credit

Information on transfer credit. (p. 21)

Doctoral Plan of Study Requirement

Information on Doctoral Plan of Study (p. 21)

Comprehensive Exams

Preliminary Exams: Ph.D. students must pass both a Written Preliminary Exam and an Oral Preliminary Exam before candidacy is granted. Both Preliminary Exams should be completed by end of the fifth semester in the Graduate Program. However, under some circumstances, the student's advisor may request up to a one-year extension of this deadline. This extension must be approved by the student's advisory committee and the student's advisor should forward this request along with a short justification to the Graduate Program Director at least one semester in advance of the deadline. Students who fail to complete their preliminary exams in advance of their deadline will not be eligible for travel awards or internal departmental funding and will be awarded a 'Probationary Pass' at their evaluation(s) until they reach compliance. Note that students receiving two rankings of "probationary pass" for any two annual reviews, will be dismissed from the Biological Sciences graduate program.

a. Written Preliminary Exam: The department uses two forms of the written exam. The advisor must approve which exam the student will take.

- Option 1 – Traditional** - The examination shall be arranged and administered by the major professor. Each member of the Ph.D. Advisory Committee shall contribute five questions. The outside member of the committee is encouraged but is not required to participate in the exam. However, if they do not, then the student's committee for the purpose of this exam must consist of at least 5 members from inside the department. The examination shall be administered over no more than 14 consecutive days with one day allowed for each set of questions. Each answer will be graded "Pass" or "Fail." Questions may involve intellectual synthesis as well as basic concepts. Each examiner will award grades without prior knowledge of the student's performance on other parts of the examination and report the results to the student's major professor within five days of the examination. The student must pass at least 19 of 25 questions, or 76% of the questions asked in cases of committees with more than five members.
- Option 2 – Proposal based** - The examination shall be arranged and administered by the major professor. Each member of the Ph.D. Advisory Committee shall contribute to the review of the proposal. The outside member of the committee is encouraged but is not required to review the proposal. However, if they do not, then the student's committee for the purpose of this exam must consist of at least 5 members from inside the department. Students will be expected to demonstrate the following:

- The ability to identify a substantive proposal topic
- The ability to formulate valid and testable hypotheses
- The ability to identify the importance of and justification for the proposed research, by preparing a comprehensive review of related research literature and presenting the proposed project in that context
- The ability to prepare a sound research plan that includes both appropriate techniques and approaches suitable for

the testing of the hypotheses and alternative strategies and hypotheses.

The procedures for the proposal-based Written Preliminary Exam are:

- Students should submit to their committees one or more topics, as required by their committees, with a one-paragraph justification of the topic. The committee will approve proposal topics prior to initiation of proposal preparation. If a submitted topic is not acceptable, the student will be asked to revise and resubmit topics.
- The topics may be completely distinct from ongoing research in the student's lab, may build upon current or previous work in the lab, or may be related to the topic of the student's doctoral research, **as long as the proposed research demonstrates scientific independence and does not simply reproduce an experimental plan already proposed in the doctoral adviser's research grants or in the student's dissertation research proposal.**
- The term of the proposed research should be consistent with federal funding opportunities, contingent on committee approval.
- The proposal should be written following the format of research proposals. Failure to comply with any formatting requirement will result in return of the proposal to the student. Corrected copies must be resubmitted one day later.
- Students will have a maximum of two months to prepare the proposal after the committee's notification of topic selection.

Evaluation of the proposal will be based on the following considerations:

- Scope of the proposal (10%).** Is the research topic novel and important? Is the proposed project appropriate for the approved term (e.g. 3 years, 5 years)?
- Background (30%).** Is the literature survey comprehensive and appropriate? Does the literature survey identify a problem or series of problems that justifies the direction of the proposal?
- Experimental plan (40%).** Are there clearly stated hypotheses for each section, or at least clearly stated expectations of experimental outcomes? Are the proposed experiments appropriate tests of the hypotheses? Does the author have realistic expectations of the experimental methods? Are alternate hypotheses and experimental approaches proposed to cover the possibilities that: (i) the primary approaches prove to be inappropriate, (ii) the primary approaches disprove the hypotheses?
- Presentation (20%).** Is the proposal well organized and clearly written?

Each of the above evaluation criteria will be assigned a score of 1-5 as follows:

- Outstanding
- Excellent
- Good/Average
- Fair
- Poor

An *average weighted cumulative score* of no greater than 3.0 must be earned in order to pass the proposal-based written exam.

For the written examination (either option), the student must demonstrate proficiency in technical writing. Note that if an answer is not formulated in a technically acceptable writing format it may be marked as a fail.

The Advisory Committee is expected to notify the student of their preliminary written exam score within 30 days after submission of the exam to the committee. *The submitted exam must be graded by the Ph.D. Advisory Committee. It is against program policy to permit a student to revise the submitted exam in any fashion prior to grading it.*

A student who fails the traditional written exam will be allowed to retake the entire examination (i.e., five questions from each committee member) once. Any second attempt must be made within three months

of notification of failure of the first attempt. A student who fails the proposal-based written exam will be allowed to revise the proposal once. The revision must be submitted to the Ph.D. advisory committee within two months of notification of failure of the first attempt.

b. Oral Preliminary Exam:

To qualify to take the Oral Preliminary Exam the student must have passed the Written Preliminary Exam. The Oral Preliminary Exam will follow the written portion by not more than two weeks from the date of notification of passing the Written Preliminary Examination. It is a comprehensive examination intended to determine the student's knowledge of basic principles of biological sciences, as well as specific knowledge of the student's research area. When a student has prepared a research proposal as their Written Preliminary Exam (Option 2), the student may be questioned on that proposal as well as on basic and specific information pertaining to their field of study. The student's entire Ph.D. Advisory Committee should attend the Oral Preliminary Exam and constitutes the voting committee regarding the passage or failure of the examination (virtual attendance is acceptable for outside members). Committee members may participate virtually in the case of illness or required travel, if the member(s) can see and hear the presentation and actively participate in questioning of the candidate. The student's advisor must adhere to the technical requirements put forth by the Graduate School. Under exceptional circumstances, the student may be allowed to participate virtually. The student must obtain the approval of their committee chair and petition the BSC Graduate Program Director.

A student who fails the oral exam will be allowed to retake the examination once (within three months of the original exam) if they have not failed their written exam on the first attempt.

Any combination of 2 failed attempts at the written and/or oral examinations will lead to dismissal from the program. In other words, failing the written portion of the examination and subsequently failing the rewrite will lead to dismissal.

Similarly, failing the oral component and the subsequent re-examination would lead to dismissal. Likewise, failing both initial attempts at written and oral examinations will lead to dismissal.

Admission to Candidacy Requirements

The graduate student, the Department Chair, and the Dean of the Graduate School shall be notified by the major professor, in writing, of the results of the preliminary exam within a week after the exam is completed via the DOCTORAL QUALIFYING EXAMINATION. Upon successful completion of written and oral preliminary exams, initiate the form ADMISSION TO CANDIDACY FOR DOCTORAL DEGREE to the graduate program assistants in the main biology office. The student is now eligible to enroll in BSC 699 Dissertation Research.

Continuous Enrollment Policy

See here (p. 21) for the Graduate School Continuous Enrollment policy.

Dissertation Requirements

Ph.D. Advisory Committee: A student must form a Ph.D. Advisory Committee prior to their first semester review meeting. The first committee meeting is to be held after completion of the first semester of studies (by January 31st for students entering in the fall semester and by June 30th for students entering in the spring semester) to evaluate

progress toward a degree. In subsequent years of study, the committee will meet prior to December 15th to review progress during the previous academic year. It will also meet as needed to administer all qualifying and final examinations, and to examine and approve the dissertation.

Ph.D. Dissertation Committee: Once a Ph.D. student has passed their preliminary examinations and been admitted to candidacy the advisory committee must include at least one member from outside the student's major department. No more than two members can be outside the student's major department. This external Ph.D. Dissertation Committee member may replace an existing Ph.D. advisory committee member. However, the Ph.D. Dissertation Committee must consist of at least five members including the external member, all of whom are voting members regarding the candidate's progress toward degree.

Formal Departmental Dissertation Seminar: The public presentation of your research is a requirement for graduation. PhD candidates must present their research at a weekly Departmental seminar. Those students with a documented reason for not presenting should petition the Biological Sciences Graduate Committee for an exception to this rule.

Final Oral Examination (defense): In addition to participation in the departmental seminar, a publicly announced final formal departmental dissertation seminar (or defense) of the student's research is required. The seminar is scheduled immediately preceding the final oral examination. All students are required to notify departmental office personnel of the date, time and room location of their formal dissertation a minimum of 14 days prior to the dissertation defense. A title and an abstract must be submitted to the departmental office at the time of dissertation notification so that a public announcement can be made. In addition, a copy of the final draft of your dissertation must be made available to BSC faculty wishing to review it. The dissertation copy will be posted in a password-protected Box folder during the 2-week period preceding the defense. Failure to meet any of these requirements will result in a delay of the dissertation defense.

All students must pass a final oral examination related to their dissertation. Final oral examination questions may also include other subjects beyond the student's research that the Ph.D. Advisory Committee or other faculty deem relevant. Final oral examinations for the Ph.D. must be taken not less than six weeks prior to the proposed graduation date. The student's entire Ph.D. Dissertation Committee must attend and participate in the final defense. Committee members may participate virtually in the case of illness or required travel, if the member(s) can see and hear the presentation and actively participate in questioning of the candidate. The student's advisor must adhere to the technical requirements put forth by the Graduate School. Under exceptional circumstances, the student may be allowed to participate virtually. The student must obtain the approval of their committee chair and petition the BSC Graduate Program Director. All departmental faculty have the right to attend the oral defense and have the right to ask questions of the student that are relevant to the goals of the examination.

Only faculty on the student's committee may vote on whether the student has passed or failed the examination.

Time Limits for Degree Completion Requirements

See additional i (p. 21)nformation on time limits for degree completion. (p. 21)

Student Progress Requirement

Annual Progress Review: Each graduate student will meet annually prior to December 15th with his/her Ph.D. Advisory Committee for the purpose of reviewing the student's progress toward a degree during the previous academic year. First year students must meet with their committee after completing the first semester of studies (by January 31st for students entering in the fall semester and by June 30th for students entering in the spring semester). These evaluations are a part of the data used to establish priorities for assistantships. The student is expected to make a formal presentation to the committee during the annual meeting. This presentation shall include a description of progress made with respect to research and completion of other degree requirements. When the presentation has been completed, the student will be asked to leave the room and the committee shall then evaluate the student's progress. This evaluation will result in a "Pass", "Probationary pass", or "Fail". Guidelines for these rankings are given below:

- **Pass:** The graduate student is making satisfactory research progress commensurate with their time in the program, has maintained at least a 3.0 cumulative GPA, and has met other requirements of the program (e.g., formed a committee, presented a research proposal, etc.) in a timely manner.
- **Probationary Pass:** The graduate student has fallen behind schedule with respect to such requirements as formation of a committee, literature search and submission of a research proposal, scheduling and taking required examinations (for PhD students only), writing of the thesis or dissertation etc. (see degree timeline), or little or no research progress has been made since the last annual review. It may apply to a student receiving a grade lower than a B in a course during the previous year even though the (overall cumulative) GPA is 3.0 or higher. Committees awarding a Probationary Pass for students who have fallen behind schedule must provide a written rationale to the Graduate Committee and the Department Chair in the annual committee report, including clearly defined milestones or benchmarks the student must reach in order to bring their performance up to standard. The student must submit a remediation plan to their committee members addressing the concerns of the committee, including procedures for how milestones and benchmarks will be met, as well as a timeline, within two weeks of notification of their Probationary Pass. This plan must be signed by the major advisor and two other members of the student's advisory committee, and presented for approval to the Graduate Program Director. Once approved, the remediation plan document will be placed in the student's file, and a copy given to the student. Furthermore, the graduate student must have a follow-up committee meeting within six months of the annual review to evaluate their progress on the remediation plan. At the conclusion of the six-month follow-up meeting, the student will be awarded either a Pass or a Fail.
- **Fail:** The graduate student's progress is unacceptable for reasons such as a cumulative GPA of less than 3.0 in all (both graduate and undergraduate) courses attempted, insufficient research progress, or not completing the degree within time limits without an acceptable/approved reason.

Graduate students receiving a ranking of Fail for any annual review, or two rankings of Conditional Pass for any two annual reviews, will be dismissed from the Biological Sciences Graduate Program.

Appeal of a dismissal decision. If a decision was made to dismiss the student from the program, the student may make a formal appeal. This should be done according to the University of Alabama's University-wide Academic Grievance Procedures, described in the faculty handbook.

Additional information on student progress. (p. 21)

Additional Academic Requirements

Research Expectations: All Ph.D. students are expected to make a meaningful contribution to their chosen research area. Prior to their dissertation defense, all students in the Ph.D. program **must** submit for publication to a peer-reviewed journal at least one first-author manuscript containing data produced by the student during enrollment in the Ph.D. program. Proof of submission (e.g. confirmation e-mail from journal editor) must be submitted to the Graduate Program Office.

All graduate students are required to register for and attend the weekly departmental seminar, enrolling in BSC 601 Biological Sciences Seminar each semester they are in residence at the Tuscaloosa campus.

Academic Misconduct Information

See information on academic misconduct. (p. 7)

Withdrawals and Leave of Absence Information

See information on withdrawals and leave of absence in the handbook. (p. 244)

Academic Grievances Information

See information on academic grievances. (p. 255)

Grades and Academic Standing

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See information on Graduate School deadlines.

Application for Graduation Information

See information on application for graduation. (p. 21)

Acquisition of Financial Support:

All students in good standing in the Biology PhD program are normally supported by a graduate research assistantship (GRA) funded through their advisor, a graduate teaching assistantship (GTA) funded by the Department, or a fellowship. Both types of assistantships provide an equivalent stipend and benefits along with paid tuition and fees. Financial support is guaranteed through the first five years in the program for all PhD students who meet performance expectations and who do not meet any Conditions for Termination of Financial Support (see below). Students will be informed of impending financial support termination at least one semester prior to the support termination date except in the special cases noted under Conditions for Termination of Financial Support. Students in good standing may petition the Graduate Program Director for continuing GTA support beyond the fifth year on a semesterly basis. Petitions for continuing support must be submitted to the Graduate Program Director at least three months prior to the start of the final semester of guaranteed support. Students in good standing with GRA support beyond the fifth year may continue at their advisor's discretion until GRA support is either exhausted or terminated by their advisor.

Fellowship Nominations:

Eligible students who excel in the program may be nominated by the Department for UA fellowships. Nominees are selected by Graduate Committee vote based upon prospective nominee research productivity, academic performance, and contributions to the Department. Fellowship

recipients are guaranteed paid tuition and fees, a stipend, and benefits at least commensurate with those provided through GRA or GTA support.

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in the Biology PhD program.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support
- The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, The UA College of Arts and Sciences, UA Environmental Health and Safety, and the Department of Biological Sciences.
- Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria will be subject to termination of financial support pending Department of Biological Sciences administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Department Chair and Graduate Program Director—with input from the Graduate Committee—will recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

- *Dereliction of duty.* Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee (for teaching assistants) or the research advisor (for research assistants); or failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee (for teaching assistants) or by the research advisor (for research assistants) and the student's departmental memorandum of appointment.
- *Resolved finding of Academic Misconduct.* Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.
- *Failure to have a department-approved research advisor for more than one semester.* Students without an advisor will be subject to the Graduate School's "No Clear Path" policy. (p. 21)
- *Loss of good academic standing.* Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Each graduate student must maintain a minimum grade point average (GPA) of 3.0 to remain in good academic standing. All graduate students must maintain a minimum of 6 credit hours during fall and spring semesters to maintain full time status - excluding credit hours awarded for service as a Graduate Teaching Assistant (GTA). Students may register for a maximum of 15 semester hours, inclusive of credit hours awarded for service as a GTA. Graduate Students must be full time students to receive GTAs and Graduate Research Assistantships (GRAs).

Marine Science, MS

The Master of Science (MS) in Marine Science is a research-intensive degree designed to prepare students for careers in marine science or further training in preparation for pursuing a PhD in the biological or marine sciences. Students are required to conduct their own independent research while participating in either the Plan I (with thesis) or Plan II (without thesis) degree tracks leading to the MS in Marine Science. Plan I is the traditional track in which students are required to perform independent research and submit a formal thesis formatted to university guidelines and give a public defense of the thesis. Plan II also requires independent research and the completion of a Capstone Experience Research Report, as well as a formal defense of the research. Students in the marine science program may either have primary mentors who are located at the University of Alabama campus in Tuscaloosa, AL or University of Alabama faculty who are primarily located on the coast at the Dauphin Island Sea Lab campus in Dauphin Island, AL.

Admissions

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Each candidate will be guided by an Advisory Committee consisting of at least three members, at least one of whom is a qualified member of the Biological Sciences faculty resident on the UA Tuscaloosa campus. All members of a Plan I M.S. Advisory Committee must be members of the Graduate Faculty and exactly one member must be from outside the student's major department and may be from another institution. For Plan II M.S. degree-seeking students, all Advisory Committee members may be Graduate Faculty in the Department of Biological Sciences or no more than one Advisory Committee member can be from outside of the department and University. The Department Chair is a non-voting, *ex officio* member of all graduate student Advisory Committees.

A student's program at the M.S. level must provide sufficient association with the resident faculty to permit individual evaluation of the student's capabilities and achievements. The student's Advisory Committee, with the approval of the Department Chair, will determine residency requirements.

Each student, upon completion of the coursework and thesis or capstone experience, will present a faculty- and peer-reviewed seminar on the thesis content. Additionally, the Advisory Committee will administer a final oral examination. The master of science in marine science degree requires at least 30 hours of graduate credit. Both Plan I and Plan II are acceptable. Additional information is in the Degree Requirements section of this catalog.

Thesis - Plan I

Code and Title		Hours
Required Courses		
BSC 505	Intro to Grad Studies	2
BSC 601	Biological Sciences Seminar	1
or DISL Marine Science Seminar		
Thesis Courses		
BSC 599	Thesis Research	6
Marine Science Electives Courses ¹		21
Elective Options include UA and Dauphin Island Sea Lab Courses		
Total Hours		30

Additional Requirements:

- 24 credit hours other than BSC 599 Thesis Research, including:
- At least 19 credit hours with a letter grade (i.e., not Pass/Fail)
- A maximum of 6 credit hours with a letter grade may be taken from BSC 507 Research Tech In By and/or BSC 607 Adv Research Tech In By combined
- Up to 5 hours of Pass/Fail credit can be applied toward fulfillment of degree requirements. Pass/Fail hours can include up to a total of 4 credit hours of BSC 601 Biological Sciences Seminar or the Marine Science seminar series held at the Dauphin Island Sea Lab.
- Of the 30 required credit hours, 18 must carry the BSC or MS designation.

Non-Thesis - Plan II

Code and Title		Hours
Required Courses		
BSC 505	Intro to Grad Studies	2
BSC 601	Biological Sciences Seminar	1
Marine Science Elective Courses ¹		27
Total Hours		30

Additional Requirements:

- At least 25 credit hours with a letter grade (i.e., not Pass/Fail)
- A maximum of 6 credit hours with a letter grade may be taken from BSC 507 Research Tech In By and/or BSC 607 Adv Research Tech In By combined
- Up to 5 hours of Pass/Fail credit can be applied toward fulfillment of degree requirements. Pass/Fail hours can include up to a total of 4 credit hours of BSC 601 Biological Sciences Seminar or the Marine Science seminar series held at the Dauphin Island Sea Lab.
- Of the 30 required credit hours, 18 must carry the BSC or MS designation.
- BSC 599 Thesis Research may not apply toward this degree

¹Plan I and Plan II Electives

Marine Science Electives		Hours
BSC 507	Research Tech In By	
BSC 511	Phage Discovery Laboratory	
BSC 512	Limnology	
BSC 516	Disease Ecology	
BSC 517	Environmental Modeling	
BSC 519	Evolutionary Genomics	
BSC 520	Principles Of Systematics	
BSC 521	Pers Gen Med	
BSC 526	Computational Biology Lab	
BSC 528	Biology Of Fishes	
BSC 530	Introduction to Pharmacology	
BSC 534	Plant Systematics	
BSC 535	Immunology	
BSC 539	Bch/Molecular Biology Lab	
BSC 541	Developmental Biology	
BSC 542	Integrated Genomics	
BSC 544	General Virology	
BSC 548	Animal Behavior	
BSC 549	Endocrinology	
BSC 550	Fundamentals of Biochemistry	

BSC 551	Bch/Molecular Biology II
BSC 553	Biochemistry Lab
BSC 555	Chemical Ecology
BSC 556	Microbial Ecology
BSC 558	Drug Discovery Laboratory
BSC 564	Biology Of Algae
BSC 565	Principles Of Toxicology
BSC 570	Prin Pop Genetics
BSC 571	Plant Physiology
BSC 573	Bioinformatics
BSC 581	Adv Biostatistics with R
BSC 582	Conservation Biology
BSC 583	Evolution
BSC 585	Found Forest Res and Conserv
BSC 598	Non-Thesis Research
BSC 607	Adv Research Tech In By
BSC 656	Microscopical Techniques
BSC 675	Global Change Biology
BSC 695	Spec Topics Biolog Sci

Dauphin Island Sea Lab Electives
Advanced Analysis for Ecological Sciences
Advanced Marine Ecology
Anthropogenic Impacts on Coast
Biological Oceanography
Chemical Oceanography
Coastal Fisheries Ecology
Coastal Processes
Environmental Toxicology
Field Marine Science
Geological Oceanography
Marine Conservation Biology
Marine Ecosystem Modeling
Marine Resources Management
Marine Sediment Ecology
Marine Trophic Processes
Ocean Variability and Global Change
Oceanographic Experiences
Physical Oceanography
Physiology and Ecology of Marine Microalgae
Quantitative Methods in Fisheries & Ecology
Scientific Communication
Sediment Biogeochemistry
Stable Isotope Ecology
Marine Science Seminar

Transfer Credit

See information on transfer credit. (p. 15)

Accelerated Master's Program

See information on the Accelerated Master's Program. (p. 7)

Comprehensive Exams

Plan I: All students must pass a final oral examination (defense) related to their thesis. Final oral examination questions may also include other subjects beyond the student's research that the M.S. Advisory Committee or other faculty consider relevant. Final oral examinations for the M.S. Plan I must be taken **not less than six weeks prior** to the proposed graduation date (Note: This deadline does not include time required for revision of the thesis after the defense). The outside member of the student's committee must attend and participate in the final defense; this may be a virtual presence if the member can see and hear the presentation and actively participate in questioning of the candidate. All students are required to notify the departmental office of their final oral examination 14 days prior to the exam and provide a copy of their thesis for public display.

All departmental faculty members have the right to attend the final oral defense, and have the right to ask questions of the student that are relevant to the goals of the examination. Only faculty on the student's Advisory Committee may vote on whether the student has passed or failed the examination.

Plan II: All M.S. Plan II students must pass a final oral examination related to their research or literature survey topic. Final oral examination questions may also include other subjects beyond the student's research that the M.S. Plan II Advisory Committee or other faculty members consider to be relevant. Final oral examinations must be taken not less than two weeks prior to the proposed graduation date. All committee members must attend and participate in the oral examination, either in-person or virtually as long as the committee member can see and hear the presentation and actively participate in questioning of the candidate. All students are required to notify the departmental office of their final oral examination 14 days prior to the exam and provide a copy of their research report or literature survey for public display.

All departmental faculty have the right to attend the oral examination, and have the right to ask questions of the student that are relevant to the goals of the examination. Only faculty on the student's Advisory Committee may vote on whether the student has passed or failed the examination.

Plan I- Thesis Process Requirements

M.S. Plan I Advisory Committee: A student must form a M.S. Advisory Committee prior to their first annual review meeting. The first committee meeting is to be held after completion of the first semester of studies (by January 31st for students entering in the fall semester and by June 30th for students entering in the spring semester) to evaluate progress toward a degree. In subsequent years of study, the committee will meet prior to December 15th to review progress during the previous academic year. It will also meet as needed to administer the final presentation, and to examine and approve the thesis.

M.S. Research Proposal: A formal research proposal is required and should be completed by the end of the student's second semester in the program. This proposal should include:

1. A full but concise statement of the specific goals of the research.
2. A review of the relevant literature to place the proposed work in a solid theoretical context.
3. A discussion of the significance of the proposed research and how it addresses a novel question.

4. A description of the experimental design, including experimental methods, procedures, and methods used in analysis and interpretation of results.
5. Literature citations.

The M.S. Advisory Committee can establish additional requirements such as page length and format. The proposal should be submitted to and approved by the student's M.S. Advisory Committee no later than the end of the student's second semester enrolled in the Graduate Program. A new proposal will be required if the thesis research changes significantly.

Research Expectations: A formal thesis, prepared in accordance with university regulations, is required. The thesis shall be based upon research approved by the student's M.S. Advisory Committee and conducted under the supervision of the major professor.

Formal Departmental Seminar and Final Oral Defense: In addition to participation in the departmental research symposiums, a publicly announced final formal departmental seminar concerning the student's research is required. The seminar is scheduled immediately preceding the final oral examination. All students are required to notify departmental office personnel of the date, time and room location of their formal seminar a minimum of **14 days prior to the seminar**. A title and an abstract must be submitted to the departmental office at the time of seminar notification so that a public announcement can be made. In addition, a copy of the final draft of your thesis must be made available in the departmental office for those wishing to review it.

All students must pass a final oral examination (defense) related to their thesis. Final oral examination questions may also include other subjects beyond the student's research that the M.S. Advisory Committee or other faculty consider relevant. Final oral examinations for the M.S. Plan I must be taken **not less than six weeks prior** to the proposed graduation date (Note: This deadline does not include time required for revision of the thesis after the defense). The outside member of the student's committee must attend and participate in the final defense; this may be a virtual presence if the member can see and hear the presentation and actively participate in questioning of the candidate.

All departmental faculty members have the right to attend the final oral defense, and have the right to ask questions of the student that are relevant to the goals of the examination. Only faculty on the student's Advisory Committee may vote on whether the student has passed or failed the examination.

Plan II- Non-Thesis Process Requirements

M.S. Plan II Advisory Committee: A student must form a M.S. Advisory Committee prior to their first annual review meeting. The first committee meeting is to be held after completion of the first semester of studies (by January 31st for students entering in the fall semester and by June 30th for students entering in the spring semester) to evaluate progress toward a degree. In subsequent years of study, the committee will meet prior to December 15th to review progress during the previous academic year. It will also meet as needed to administer the final presentation, and to examine and approve the culminating Capstone Experience.

Culminating "Capstone" Experience: In addition to earning a minimum of 30 semester hours of credit, candidates for the M.S. Plan II degree are required to complete one or more of the following:

A. Non-thesis research project. This requirement is met by completing a research project under the supervision and to the satisfaction of the student's M.S. Plan II Advisory Committee. The M.S. Plan II Advisory Committee determines the nature and

extent of the research project. The student must prepare a report, present a public seminar, and pass an oral examination on this research. The oral exam will take place immediately following the public seminar. The research report must be submitted to the M.S. Plan II Advisory Committee for review at least 14 days prior to the public seminar and oral exam. In addition, a copy of the research report must be submitted to the department office and the public defense announced at least 14 days prior to the seminar and exam date. Students selecting this option may apply up to 6 hours of BSC 507/607 and up to 5 hours of BSC 598 toward fulfillment of requirements for the degree.

B. Research practicum. This requirement is met by earning 6 credit hours of BSC 507 (Research Techniques in Biology) under the supervision and to the satisfaction of the student's M.S. Plan II Advisory Committee. The M.S. Plan II Advisory Committee determines the nature and extent of the BSC 507 research project. Examples of research practicum experiences include, but are not limited to, conducting research in the M.S. Plan II Advisor's laboratory, at a regional research center (e.g., HudsonAlpha Institute for Biotechnology, Joseph W. Jones Ecological Research Center), or at a national lab (e.g., National Institutes of Health). The student must prepare a report, present a formal public seminar, and pass an oral exam on the research experience. The oral exam will take place immediately following the public seminar. The research report must be submitted to the M.S. Plan II Advisory Committee for review at least 14 days prior to the oral exam. In addition, a copy of the research report must be submitted to the Department office and the public seminar and exam announced at least 14 days prior to the date. Students selecting this option may apply up to 6 hours of BSC 507/607 toward fulfillment of requirements for the M.S. Plan II degree. BSC 598 may not be applied toward fulfillment of requirements for the degree under this option.

C. In-depth topical literature survey. Students selecting this option must prepare a formal paper and pass an oral exam on a research topic approved by the M.S. Plan II Advisory Committee. Students selecting this option may not apply BSC 507, BSC 598, BSC 607, or BSC 698 toward fulfillment of requirements for the degree.

Culminating "Capstone" Experience Proposal: A formal Capstone Experience proposal is required and should be completed by the end of the student's second semester in the program. This proposal should include a full but concise statement of the specific goals of the Capstone Experience. M.S. Plan II option A candidates must also include in their proposals the following:

1. A full but concise statement of the specific goals of the research.
2. A review of the relevant literature to place the proposed work in a solid theoretical context.
3. A discussion of the significance of the proposed research and how it addresses a novel question.
4. A description of the experimental design, including experimental methods, procedures, and methods used in analysis and interpretation of results.
5. Literature citations.

The M.S. Advisory Committee can establish additional requirements such as page length and format. The proposal should be submitted to and approved by the student's M.S. Advisory Committee not later than the end of the second semester. A new proposal will be required if the thesis research changes significantly.

Formal Departmental Seminar (M.S. Plan II Options A and B only): In addition to participation in the departmental research symposiums, a publicly announced final formal departmental seminar of the student's research is required for students selecting M.S. Plan II Options A and B. The seminar is scheduled immediately preceding the final oral examination. All students are required to notify departmental office personnel of the date, time and room location of their formal seminar and exam a minimum of **14 days prior to the date**. A title and an abstract must be submitted to the departmental office at the time of defense notification so that a public announcement can be made. In addition, a copy of the final draft of your written report must be made available in the departmental office for those wishing to review it. The report copy will be kept at the front desk during the 2-week period. When you deliver your draft to the office, you will be required to enter it into a logbook that will be kept in the office. Failure to meet any of these requirements will result in a delay of the Plan II M.S. defense.

Final Oral Examination: All M.S. Plan II students must pass a final oral examination related to their research or literature survey topic. Final oral examination questions may also include other subjects beyond the student's research that the M.S. Plan II Advisory Committee or other faculty members consider to be relevant. Final oral examinations must be taken not less than two weeks prior to the proposed graduation date. All committee members must attend and participate in the oral examination, either in-person or by electronic means (e.g., Skype). All students are required to notify the departmental office of their final oral examination 14 days prior to the exam.

All departmental faculty have the right to attend the oral examination, and have the right to ask questions of the student that are relevant to the goals of the examination. Only faculty on the student's Advisory Committee may vote on whether the student has passed or failed the examination.

For M.S. Plan II as a transitional degree (pre-Ph.D.): In order to qualify for the M.S. degree, Ph.D. students must fulfill all requirements of the M.S. Plan II culminating "Capstone" experience option A, namely (i) submit a written report detailing the research experience, (ii) present a formal departmental dissertation and (iii) pass a final oral examination. Research applied toward fulfillment of the M.S. Plan II degree requirements may not be applied toward fulfillment of requirements for the Ph.D. degree.

Time Limits for Degree Completion Requirements

See information on time limits for degree completion. (p. 15)

Student Progress Requirement

Annual Progress Review: First year students must meet with their committee after completing the first semester of studies (by January 31st for students entering in the fall semester and by June 30th for students entering in the spring semester) Subsequently, each graduate student will meet annually prior to December 15th with her/his M.S. Advisory Committee for the purpose of reviewing the student's progress toward a degree during the previous academic year. The student is expected to make a formal presentation to the Advisory Committee during the annual meeting that includes a description of progress made with respect to research and completion of other degree requirements.

This evaluation will result in a "Pass", "Probationary pass", or "Fail". Guidelines for these rankings are given below:

- **Pass:** The graduate student is making satisfactory research progress commensurate with their time in the program, has maintained at least a 3.0 cumulative GPA, and has met other requirements of the program (e.g., formed a committee, presented a research proposal, etc.) in a timely manner.
- **Probationary Pass:** The graduate student has fallen behind schedule with respect to such requirements as formation of a committee, literature search and submission of a research proposal, scheduling and taking required examinations (for PhD students only), writing of the thesis or dissertation etc. (see degree timeline), or little or no research progress has been made since the last annual review. It may apply to a student receiving a grade lower than a B in a course during the previous year even though the (overall cumulative) GPA is 3.0 or higher. Committees awarding a Probationary Pass for students who have fallen behind schedule must provide a written rationale to the Graduate Committee and the Department Chair in the annual committee report, including clearly defined milestones or benchmarks the student must reach in order to bring their performance up to standard. The student must submit a remediation plan to their committee members addressing the concerns of the committee, including procedures for how milestones and benchmarks will be met, as well as a timeline, within two weeks of notification of their Probationary Pass. This plan must be signed by the major advisor and two other members of the student's advisory committee, and presented for approval to the Graduate Program Director. Once approved, the remediation plan document will be placed in the student's file, and a copy given to the student. Furthermore, the graduate student must have a follow-up committee meeting within six months of the annual review to evaluate their progress on the remediation plan. At the conclusion of the six-month follow-up meeting, the student will be awarded either a Pass or a Fail.
- **Fail:** The graduate student's progress is unacceptable for reasons such as a cumulative GPA of less than 3.0 in all (both graduate and undergraduate) courses attempted, insufficient research progress, or not completing the degree within time limits without an acceptable/approved reason.

Graduate students receiving a ranking of Fail for any annual review, or two rankings of Conditional Pass for any two annual reviews, will be dismissed from the Biological Sciences Graduate Program.

Appeal of a dismissal decision. If a decision was made to dismiss the student from the program, the student may make a formal appeal. This should be done according to the University of Alabama's University-wide Academic Grievance Procedures, described in the faculty handbook.

Additional Academic Requirements

All graduate students are required to register for and attend the weekly departmental seminar, enrolling in BSC 601 Biological Sciences Seminar or the Marine Science seminar series held at the Dauphin Island Sea Lab each semester.

Academic Misconduct Information

See information on academic misconduct. (p. 7)

Withdrawals and Leave of Absence Information

See information on withdrawals and leave of absence in the handbook. (p. 244)

Academic Grievances Information

See information on academic grievances. (p. 255)

Grades and Academic Standing

See information on grades and academic standing. (p. 28)

Graduate School Deadlines Information

See information on Graduate School deadlines.

Application for Graduation Information

See information on application for graduation. (p. 21)

Acquisition of Financial Support:

All students in good standing in the Biology MS program are normally supported by a graduate research assistantship (GRA) funded through their advisor, a graduate teaching assistantship (GTA) funded by the Department, or a fellowship. Both types of assistantships provide an equivalent stipend and benefits along with paid tuition and fees. Financial support is guaranteed through the first five years in the program for all PhD students who meet performance expectations and who do not meet any Conditions for Termination of Financial Support (see below). Students will be informed of impending financial support termination at least one semester prior to the support termination date except in the special cases noted under Conditions for Termination of Financial Support. Students in good standing may petition the Graduate Program Director for continuing GTA support beyond the third year on a semesterly basis. Petitions for continuing support must be submitted to the Graduate Program Director at least three months prior to the start of the final semester of guaranteed support.

Fellowship Nominations:

Eligible students who excel in the program may be nominated by the Department for UA fellowships. Nominees are selected by Graduate Committee vote based upon prospective nominee research productivity, academic performance, and contributions to the Department. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits at least commensurate with those provided through GRA or GTA support.

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in the Biology MS program.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support
- The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, The UA College of Arts and Sciences, UA Environmental Health and Safety, and the Department of Biological Sciences.
- Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria will be subject to termination of financial support pending Department of Biological Sciences administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Department Chair and Graduate Program Director—with input from the Graduate Committee—will recommend immediate termination of financial support, termination

of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

- *Dereliction of duty.* Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee (for teaching assistants) or the research advisor (for research assistants); or failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee (for teaching assistants) or by the research advisor (for research assistants) and the student's departmental memorandum of appointment.
- *Resolved finding of Academic Misconduct.* Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.
- *Failure to have a department-approved research advisor for more than one semester.* Students without an advisor will be subject to the Graduate School's "No Clear Path" policy. (p. 15)
- *Loss of good academic standing.* Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Each graduate student must maintain a minimum grade point average (GPA) of 3.0 to remain in good academic standing. All graduate students must maintain a minimum of 6 credit hours during fall and spring semesters to maintain full time status - excluding credit hours awarded for service as a Graduate Teaching Assistant (GTA). Students may register for a maximum of 15 semester hours, inclusive of credit hours awarded for service as a GTA. Graduate Students must be full time students to receive GTAs and Graduate Research Assistantships (GRAs).

Department of Chemistry and Biochemistry

- Majors
 - Chemistry, MSC (p. 304)
 - Chemistry, PhD (p. 309)

Chair

- Greg Szulczewski

Graduate Director

- Tim Snowden

Graduate Recruiting Director

- Elizabeth Papish

Assistant professors

- Igor Fedin
- Malgorzata Makos
- Gayan Wijeratne

Associate professors

- Jared Allred
- Martin Bakker
- Marco Bonizzoni
- Jack Dunkle

- Ayanjeet Ghosh
- Brad Pierce
- Tim Snowden
- Shane Street
- Greg Szulczewski
- Matthew Thompson
- Stephen Woski

Professors

- Silas Blackstock
- David Dixon
- Patrick Frantom
- Shanlin Pan
- Elizabeth Papish
- Kevin Shaughnessy
- Wenfang Sun
- John Vincent
- Si Wu

Clinical associate professors

- Alice DeSimone
- Diana Leung
- Yinghui Liu

CH501 Introductory Inorganic Chemistry

Hours 4

Three lectures and one three-hour laboratory. Survey in areas of coordination, main- group, and organometallic chemistry. Laboratory experiments involve the preparation, purification, and identification of inorganic compounds. This course is designed for students in the chemistry MSC degree and the accelerated masters program. This course will not satisfy any course requirements for the chemistry PhD degree.

CH505 Medicinal Chemistry

Hours 3

Detailed investigation of the drug design process. Includes lead discovery, target identification and validation, pharmacodynamics, pharmacokinetics, and drug delivery systems. Chemical modification to improve efficacy will be emphasized.

View All Courses

Chemistry, MSC

The Department of Chemistry and Biochemistry offers a thesis and non-thesis pathway to the Chemistry, MS degree (MSC).

Admissions

In addition to meeting the general requirements of the Graduate School, entering graduate students should have completed undergraduate coursework equivalent to a B.S. degree in chemistry or biochemistry.

See the Admission Criteria section of this catalog for more information.

Requirements for all Chemistry, M.S. Candidates

Whether enrolled in the Plan I (Thesis option) or Plan II (Non-Thesis option) program, all MSC candidates must select a UA faculty advisor by the end of their first semester. In addition, a three-person Examining Committee composed of the research supervisor and at least two

other UA Graduate Faculty members must be formed by the end of the student's 2nd semester. Plan I Thesis MSC students are required to have one member from outside the Department of Chemistry & Biochemistry; Plan II Non-Thesis MSC students will have committee members from within the Department only.

Curricular Requirements - Thesis Option

Code and Title	Hours
Required Lecture Course Options	12
CH 501 Intro Inorg Chem	
CH 505 Medicinal Chemistry	
CH 519 Physical/Analytical Core	
CH 520 Structure/Bonding Core	
CH 524 Adv Anl Ch I Spec Meth	
CH 526 Chemometrics	
CH 531 Adv Organ Chem I-Physicl	
CH 532 Adv Org Ch II React Synt	
CH 549 Adv Ph Ch II Atom/Mol	
CH 561 Biochemistry I	
CH 562 Biochemistry II	
CH 563 Biochemistry Lab	
CH 564 Adv Biophysical Chem	
CH 565 Adv Bio-Inorganic Chem	
CH 566 Bioorg Reac Mech	
CH 584 Chem Lit & Comm	
CH 601 Adv Inor Chi:Strct Mth	
CH 605 Spec Topics Inorg Chem	
CH 609 Organometallic Chem	
CH 615 Solid State Materials Chem	
CH 618 X-ray Diffraction	
CH 621 Trends In Analytical Chem	
CH 625 Electrochemistry	
CH 626 Surface Analytical Techniques	
CH 627 Mass Spectrometry	
CH 635 Sel Topics In Org Chem	
CH 637 Spectroscopic Techniqua	
Research Techniques Course	6
CH 570 Research Techniques Chemistry	
CH 660 Adv Research Techniques Chem	
Departmental Seminars	6
CH 583 Intro to Chemistry Research	
CH 585 Chemistry Seminars	
CH 586 Research Seminar	
Thesis Research	6
CH 599 Thesis Research	
Total Hours	30

The student will write and defend a thesis. Normally, the student must finish this program within 2.5 years.

Curricular Requirements - Non-Thesis Option

Code and Title	Hours
Required Lecture Course Options	18-24
CH 501 Intro Inorg Chem	
CH 505 Medicinal Chemistry	
CH 519 Physical/Analytical Core	
CH 520 Structure/Bonding Core	
CH 524 Adv Anl Ch I Spec Meth	
CH 526 Chemometrics	
CH 531 Adv Organ Chem I-Physicl	
CH 532 Adv Org Ch II React Synt	
CH 549 Adv Ph Ch II Atom/Mol	
CH 561 Biochemistry I	
CH 562 Biochemistry II	
CH 563 Biochemistry Lab	
CH 564 Adv Biophysical Chem	
CH 565 Adv Bio-Inorganic Chem	
CH 566 Bioorg Reac Mech	
CH 601 Adv Inor Chi:Strct Mth	
CH 605 Spec Topics Inorg Chem	
CH 609 Organometallic Chem	
CH 615 Solid State Materials Chem	
CH 618 X-ray Diffraction	
CH 621 Trends In Analytical Chem	
CH 625 Electrochemistry	
CH 626 Surface Analytical Techniques	
CH 627 Mass Spectrometry	
CH 635 Sel Topics In Org Chem	
CH 637 Spectroscopic Techniqua	
Literature Communication	3
CH 584 Chem Lit & Comm	
Research Techniques	0-5
CH 570 Research Techniques Chemistry	
CH 660 Adv Research Techniques Chem	
Departmental Seminar	4
CH 583 Intro to Chemistry Research	
CH 585 Chemistry Seminars	
Initial Research Review	0-1
CH 680 Initial Research Review	
Total Hours	30

Normally, the student is expected to finish this program in 2 years.

Curricular Requirements - Non-Thesis Option w/ ACS Chemistry BCh Track

Code and Title	Hours
Required Courses	
CH 501 Intro Inorg Chem	4
CH 549 Adv Ph Ch II Atom/Mol	3
CH 584 Chem Lit & Comm	3
CH 585 Chemistry Seminars	1

Dual Credit Course Options 6

Select up to 6 credit hours of cross-listed courses

CH 505	Medicinal Chemistry
CH 526	Chemometrics
CH 531	Adv Organ Chem I-Physicl
CH 532	Adv Org Ch II React Synt
CH 563	Biochemistry Lab
CH 566	Bioorg Reac Mech
CH 601	Adv Inor Chi:Strct Mth
CH 609	Organometallic Chem
CH 615	Solid State Materials Chem
CH 637	Spectroscopic Techniqua

Graduate Elective Course Options¹ 13

Select at least 13 credit hours of Graduate Elective Options

CH 505	Medicinal Chemistry
CH 524	Adv Anl Ch I Spec Meth
CH 526	Chemometrics
CH 531	Adv Organ Chem I-Physicl
CH 532	Adv Org Ch II React Synt
CH 561	Biochemistry I
CH 562	Biochemistry II
CH 563	Biochemistry Lab
CH 564	Adv Biophysical Chem
CH 565	Adv Bio-Inorganic Chem
CH 566	Bioorg Reac Mech
CH 585	Chemistry Seminars
CH 601	Adv Inor Chi:Strct Mth
CH 605	Spec Topics Inorg Chem
CH 609	Organometallic Chem
CH 615	Solid State Materials Chem
CH 618	X-ray Diffraction
CH 621	Trends In Analytical Chem
CH 625	Electrochemistry
CH 626	Surface Analytical Techniques
CH 627	Mass Spectrometry
CH 635	Sel Topics In Org Chem
CH 637	Spectroscopic Techniqua
CH 660	Adv Research Techniques Chem ²

Total Hours 30**Footnotes**¹ Select only listed courses not previously or concurrently taken as dual credit courses.² Department pre-approved research advisor required.**Curricular Requirements - Non-Thesis Option w/ ACS Biochemistry BCh Track**

Code and Title	Hours
Required Courses	
CH 501	Intro Inorg Chem 4
CH 549	Adv Ph Ch II Atom/Mol 3
CH 561	Biochemistry I 3
CH 563	Biochemistry Lab 3

CH 584	Chem Lit & Comm 3

CH 585	Chemistry Seminars 1

Dual Credit Course Options 3

Select up to 3 credit hours of cross-listed courses

CH 505	Medicinal Chemistry
CH 526	Chemometrics
CH 531	Adv Organ Chem I-Physicl
CH 532	Adv Org Ch II React Synt
CH 563	Biochemistry Lab
CH 566	Bioorg Reac Mech
CH 601	Adv Inor Chi:Strct Mth
CH 609	Organometallic Chem
CH 615	Solid State Materials Chem
CH 637	Spectroscopic Techniqua

Graduate Elective Courses Option¹ 10

Select at least 10 credit hours of Graduate Elective Options

CH 505	Medicinal Chemistry
CH 524	Adv Anl Ch I Spec Meth
CH 526	Chemometrics
CH 531	Adv Organ Chem I-Physicl
CH 532	Adv Org Ch II React Synt
CH 562	Biochemistry II
CH 564	Adv Biophysical Chem
CH 565	Adv Bio-Inorganic Chem
CH 566	Bioorg Reac Mech
CH 585	Chemistry Seminars
CH 601	Adv Inor Chi:Strct Mth
CH 605	Spec Topics Inorg Chem
CH 609	Organometallic Chem
CH 615	Solid State Materials Chem
CH 618	X-ray Diffraction
CH 621	Trends In Analytical Chem
CH 625	Electrochemistry
CH 626	Surface Analytical Techniques
CH 627	Mass Spectrometry
CH 635	Sel Topics In Org Chem
CH 637	Spectroscopic Techniqua
CH 660	Adv Research Techniques Chem

Total Hours 30**Footnotes**¹ Select only listed courses not previously or concurrently taken as dual credit courses.² Department pre-approved research advisor required.**Curricular Requirements - Non-Thesis Option w/ Non-ACS Chemistry BS Track**

Code and Title	Hours
Required Courses	
CH 563	Biochemistry Lab 3
CH 584	Chem Lit & Comm 3
CH 585	Chemistry Seminars 1
Dual Credit Course Options 9	

Select up to 9 credit hours of cross-listed courses

CH 501	Intro Inorg Chem
CH 505	Medicinal Chemistry
CH 526	Chemometrics
CH 531	Adv Organ Chem I-Physicl
CH 532	Adv Org Ch II React Synt
CH 549	Adv Ph Ch II Atom/Mol
CH 566	Bioorg Reac Mech
CH 601	Adv Inor Chi:Strct Mth
CH 609	Organometallic Chem
CH 615	Solid State Materials Chem
CH 637	Spectroscopic Techniqua

Graduate Elective Course Options¹ 14

Select at least 14 credit hours of Graduate Elective Options

CH 501	Intro Inorg Chem
CH 505	Medicinal Chemistry
CH 524	Adv Anl Ch I Spec Meth
CH 526	Chemometrics
CH 531	Adv Organ Chem I-Physicl
CH 532	Adv Org Ch II React Synt
CH 549	Adv Ph Ch II Atom/Mol
CH 561	Biochemistry I
CH 562	Biochemistry II
CH 564	Adv Biophysical Chem
CH 565	Adv Bio-Inorganic Chem
CH 566	Bioorg Reac Mech
CH 585	Chemistry Seminars
CH 601	Adv Inor Chi:Strct Mth
CH 605	Spec Topics Inorg Chem
CH 609	Organometallic Chem
CH 615	Solid State Materials Chem
CH 618	X-ray Diffraction
CH 621	Trends In Analytical Chem
CH 625	Electrochemistry
CH 626	Surface Analytical Techniques
CH 627	Mass Spectrometry
CH 635	Sel Topics In Org Chem
CH 637	Spectroscopic Techniqua
CH 660	Adv Research Techniques Chem ²

Total Hours 30**Footnotes**¹ Select only listed courses not previously or concurrently taken as dual credit courses.² Department pre-approved research advisor required.

Curricular Requirements - Thesis Option w/ ACS Chemistry BCh Track

Code and Title	Hours
Required Courses	
CH 501	Intro Inorg Chem ¹ 4
CH 549	Adv Ph Ch II Atom/Mol ¹ 3
CH 583	Intro to Chemistry Research 1

CH 585	Chemistry Seminars 3
CH 586	Research Seminar 1
CH 599	Thesis Research 6
CH 660	Adv Research Techniques Chem 6

Graduate Elective Course Options 6

Select two graduate elective courses (6 credits).

CH 505	Medicinal Chemistry ¹
CH 524	Adv Anl Ch I Spec Meth
CH 526	Chemometrics ¹
CH 531	Adv Organ Chem I-Physicl ¹
CH 532	Adv Org Ch II React Synt ¹
CH 561	Biochemistry I
CH 562	Biochemistry II
CH 563	Biochemistry Lab ¹
CH 564	Adv Biophysical Chem
CH 565	Adv Bio-Inorganic Chem
CH 566	Bioorg Reac Mech ¹
CH 584	Chem Lit & Comm
CH 601	Adv Inor Chi:Strct Mth ¹
CH 605	Spec Topics Inorg Chem
CH 609	Organometallic Chem ¹
CH 615	Solid State Materials Chem ¹
CH 618	X-ray Diffraction
CH 621	Trends In Analytical Chem
CH 625	Electrochemistry
CH 626	Surface Analytical Techniques
CH 627	Mass Spectrometry
CH 635	Sel Topics In Org Chem
CH 637	Spectroscopic Techniqua ¹

Total Hours 30**Footnotes**¹ Course meets dual credit requirements.

Curricular Requirements - Thesis Option w/ ACS Biochemistry BCh Track

Code and Title	Hours
Required Courses	
CH 501	Intro Inorg Chem ¹ 4
CH 549	Adv Ph Ch II Atom/Mol ¹ 3
CH 563	Biochemistry Lab ¹ 3
CH 583	Intro to Chemistry Research 1
CH 585	Chemistry Seminars 3
CH 586	Research Seminar 1
CH 599	Thesis Research 6
CH 660	Adv Research Techniques Chem 6
Graduate Elective Options 3	
Select one graduate elective course (3 credits).	
CH 505	Medicinal Chemistry ¹
CH 524	Adv Anl Ch I Spec Meth
CH 526	Chemometrics ¹
CH 531	Adv Organ Chem I-Physicl ¹

CH 532	Adv Org Ch II React Synt ¹
CH 561	Biochemistry I
CH 562	Biochemistry II
CH 564	Adv Biophysical Chem
CH 565	Adv Bio-Inorganic Chem
CH 566	Bioorg Reac Mech ¹
CH 584	Chem Lit & Comm
CH 601	Adv Inor Chi:Strct Mth ¹
CH 605	Spec Topics Inorg Chem
CH 609	Organometallic Chem ¹
CH 615	Solid State Materials Chem ¹
CH 618	X-ray Diffraction
CH 621	Trends In Analytical Chem
CH 625	Electrochemistry
CH 626	Surface Analytical Techniques
CH 627	Mass Spectrometry
CH 635	Sel Topics In Org Chem
CH 637	Spectroscopic Techniqua ¹

Total Hours 30

Footnotes

¹ Course meets dual credit requirements.

Curricular Requirements - Thesis Option w/ Non-ACS Chemistry BS Track

Code and Title	Hours
Required Courses	
CH 563	Biochemistry Lab ¹ 3
CH 583	Intro to Chemistry Research 1
CH 585	Chemistry Seminars 3
CH 586	Research Seminar 1
CH 599	Thesis Research 6
CH 660	Adv Research Techniques Chem 6
Graduate Elective Options	10

Select at least 10 credit hours of Graduate Elective Options.

CH 501	Intro Inorg Chem ¹
CH 505	Medicinal Chemistry ¹
CH 524	Adv Anl Ch I Spec Meth
CH 526	Chemometrics ¹
CH 531	Adv Organ Chem I-Physicl ¹
CH 532	Adv Org Ch II React Synt ¹
CH 549	Adv Ph Ch II Atom/Mol ¹
CH 561	Biochemistry I
CH 562	Biochemistry II
CH 564	Adv Biophysical Chem
CH 565	Adv Bio-Inorganic Chem
CH 566	Bioorg Reac Mech ¹
CH 584	Chem Lit & Comm
CH 585	Chemistry Seminars
CH 601	Adv Inor Chi:Strct Mth ¹
CH 605	Spec Topics Inorg Chem
CH 609	Organometallic Chem ¹

CH 615	Solid State Materials Chem ¹
CH 618	X-ray Diffraction
CH 621	Trends In Analytical Chem
CH 625	Electrochemistry
CH 626	Surface Analytical Techniques
CH 627	Mass Spectrometry
CH 635	Sel Topics In Org Chem
CH 637	Spectroscopic Techniqua ¹

Total Hours 30

Footnotes

¹ Course meets dual credit requirements.

Additional Academic Requirements

Whether enrolled in the Plan I (Thesis option) or Plan II (Non-Thesis option) program, all MSC candidates must select a UA faculty advisor by the end of their first semester. In addition, a three-person Examining Committee composed of the research supervisor and at least two other UA Graduate Faculty members must be formed by the end of the student's 2nd semester. Plan I Thesis MSC students are required to have one member from outside the Department of Chemistry & Biochemistry; Plan II Non-Thesis MSC students will have committee members from within the Department only.

Transfer Credit

See Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program

The Accelerated Master's Program (AMP) is intended for highly motivated Chemistry/Biochemistry majors whose objectives include a degree at the Master's level. Students will choose either the Plan I thesis or Plan II non-thesis (coursework) MSC degree track. The curriculum requirements vary by undergraduate degree track and by the selected MSC degree track, with details available in the corresponding curriculum tables above. Students in the Accelerated Master's Program may not take CH 519 Physical/Analytical Core or CH 520 Structure/Bonding Core for graduate credit.

For additional information see Graduate School information on the AMP program (p. 7).

Comprehensive Exam

The oral defense of the student's thesis will serve as the comprehensive exam for the Plan I Thesis option program. The candidate will present a departmental research seminar covering their thesis research before holding the oral defense of the thesis with their approved Examining Committee. The student's research supervisor and the other Examining Committee members will evaluate the student's thesis and render a pass/fail decision based upon the quality of the written thesis and the student's oral defense. This oral defense counts as the MSC comprehensive exam for the student.

For the Plan II Non-Thesis MSC program, the comprehensive exam requirement is met by passing CH 584 Chem Lit & Comm with a grade of 'B' or higher.

Plan I - Thesis Process Requirements

The lecture coursework requirement for the Plan I MSC degree will consist of a minimum of four lecture courses (12 hours), plus CH 583 Intro to Chemistry Research (1 credit; not required for Accelerated

Master's Program students), CH 585 (4 total hours for graduate-only MSC students and 3 total hours for Accelerated Master's Program students), CH 586 (1 hour), CH 570/CH 660 (6 hours), and CH 599 (6 hours). At the conclusion of their first semester, students will be assigned a research advisor. Students should work with the research advisor to select a thesis committee consisting of the research advisor and at least two other members of the Graduate Faculty (at least one from the Department of Chemistry & Biochemistry and one from outside the Department) by the end of the second semester. Normally, students will register for CH 586 in their fourth semester to complete their thesis defense.

Plan II - Non-Thesis Process Requirements

The lecture coursework requirement for the Plan II MSC degree will consist of a minimum of six lecture courses (18 hours), plus CH 583 Intro to Chemistry Research (1 credit; not required for Accelerated Master's Program students), CH 584 (3 hours), and CH 585 (3 total hours for graduate-only MSC students and 1 total hour for Accelerated Master's Program students). The remaining 6 credit hours comprise a combination of lecture, research courses (CH 570/CH 660), and an optional initial research review (CH 680 Initial Research Review). Students planning to include research courses and/or CH 680 Initial Research Review must have a Department-approved faculty research advisor.

Time Limits for Degree Completion Requirements

See Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

See Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

See Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

See Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

See Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

See Graduate School information on Deadlines.

Application for Graduation Information

See Graduate School information on Application for Graduation (p. 15).

Chemistry, Ph.D.

The Department of Chemistry and Biochemistry offers a research-intensive PhD program resulting in the production of significant publishable research outcomes. Completion of the PhD program typically takes 4.5-5.5 years, the bulk of which is spent conducting chemistry or biochemistry research. Additional focus will involve coursework and

professional development, including the practice and maturation of written and oral communication skills.

Admissions

In addition to meeting the general requirements of the Graduate School, entering graduate students should have completed undergraduate coursework equivalent to a BS degree in chemistry or biochemistry.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Code and Title	Hours
Lecture Courses ¹	18
CH 505 Medicinal Chemistry	
CH 519 Physical/Analytical Core	
CH 520 Structure/Bonding Core	
CH 524 Adv Anl Ch I Spec Meth	
CH 526 Chemometrics	
CH 530 Intro Grad Org Chem	
CH 531 Adv Organ Chem I-Physicl	
CH 532 Adv Org Ch II React Synt	
CH 549 Adv Ph Ch II Atom/Mol	
CH 561 Biochemistry I	
CH 562 Biochemistry II	
CH 563 Biochemistry Lab	
CH 564 Adv Biophysical Chem	
CH 566 Bioorg Reac Mech	
CH 565 Adv Bio-Inorganic Chem	
CH 601 Adv Inor Chi:Strct Mth	
CH 605 Spec Topics Inorg Chem	
CH 609 Organometallic Chem	
CH 615 Solid State Materials Chem	
CH 618 X-ray Diffraction	
CH 621 Trends In Analytical Chem	
CH 625 Electrochemistry	
CH 626 Surface Analytical Techniques	
CH 627 Mass Spectrometry	
CH 635 Sel Topics In Org Chem	
CH 637 Spectroscopic Techniqua	
CHE 512 Polymer Materials Engineering	
CHE 551 Adv Thermodynamics I	
PH 534 Digtl Elect Comp Interfc	
PH 551 Machine Learning	
PH 581 Solid State Physics	
PH 585 Magnetism	
PH 591 Advanced Laboratory	
Chemical Literature and Communication	3
CH 584 Chem Lit & Comm ²	
Seminar Courses	10
CH 583 Intro to Chemistry Research ³	
CH 585 Chemistry Seminars ⁴	
CH 586 Research Seminar ⁵	
Research Courses	15
CH 570 Research Techniques Chemistry	

CH 660	Adv Research Techniques Chem	
Program Requirements ⁶		2
CH 680	Initial Research Review	
CH 681	Oral Candidacy Exam	
Dissertation Research ⁷		18
CH 699	Dissertation Research	
Total Hours		66

Footnotes

- ¹ Students should complete 18 credits of lecture courses in the first two years. CH 519/CH 520 should be taken during the first semester as core courses. The remaining 12 hours should be selected in consultation with their research advisor.
- ² CH 584 Chem Lit & Comm is taken in the Fall of the second year. Students must earn a grade of 'B' or higher.
- ³ Students should register for 1 credit of CH 583 Intro to Chemistry Research in the Fall of their first year.
- ⁴ Student registration in CH 585 Chemistry Seminars is required every semester unless there is a TA assignment conflict. 8 credit hours is the minimum required, but most student will take 9 or more hours (see Additional Academic Requirements).
- ⁵ Enrollment in CH 586 Research Seminar will occur in the final semester.
- ⁶ Students should register for CH 680 in the Spring of their second year and CH 681 in the Spring of their third year.
- ⁷ Students can begin registration for CH 699 in the semester following successful completion of CH 681 and Graduate School-approved PhD Candidacy. Once enrolled, CH 699 must be taken every semester through degree completion.

Transfer Credit

Students seeking transfer credit must submit a Request for Transfer of Graduate Credit to the Graduate School, obtain written approval from their assigned graduate research advisor, and send official completed graduate course syllabi to the Graduate Director for course equivalency evaluation. The Graduate Director may consult corresponding UA instructors-of-record for assistance with course equivalency comparisons. Although students may request to transfer up to four lecture courses (maximum of 12 credits), approval of transfer credit for more than two lecture courses requires evaluation and approval by the the Department Graduate Committee. Transfer credits will not be awarded for research, seminar, or oral/written candidacy courses. Also see Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School Information on the Doctoral Plan of Study can be found here. (p. 21)

Admission to Candidacy Requirements

Candidacy to the Ph.D. program occurs when a student has completed the following: 1) all formal coursework, 2) passed CH 584 Chem Lit & Comm with a grade of 'B' or higher, 3) passed CH 681 Oral Candidacy Exam and submitted a committee-signed review form to the Graduate Director, and 4) filed for Admission to PhD Candidacy. In general, all these requirements are completed by the end of the student's sixth semester in the program.

The written critical review of a pre-approved scientific publication in CH 584 Chem Lit & Comm serves as the written candidacy exam. The

student's committee will evaluate the written document near the end of the Fall semester and provide a list of required document revisions by the Thursday immediately preceding Finals Week. The revised document will be submitted to the committee for final evaluation by the Friday of Finals Week. The revised document must be deemed satisfactory by a majority of the committee members to pass the written cumulative exam requirement. **Failure to pass this requirement will result in dismissal from the Chemistry and Biochemistry Ph.D. program.** The Graduate Committee will determine, with input from the dissertation committee, whether relegation to the Master's program is appropriate.

After completion of the written candidacy exam (see above), students must complete the oral candidacy exam (OCE). Students will present a detailed research summary and an original research proposal. Each of these parts will be supported by a written document delivered to every committee member at least one week prior to the exam. In connection with this exam, students must register for CH 681 Oral Candidacy Exam.

OCE Research Presentation:

Students should prepare an oral presentation (supported with computer graphics) of results and prospects to be presented to the dissertation committee during the exam. Slides should be clear and properly referenced. The research presentation will include: A) a summary of progress (grades, comprehensive written exam, manuscripts, awards); B) a discussion of the background and significance of the research project; C) a description of the work completed to date; and D) a description of plans for completing research for a dissertation.

Students should demonstrate command of their project's background and goals. The motivation behind the project should be described. Additionally, students should begin to demonstrate the ability to critically evaluate their own results as well as make predictions regarding the outcomes of future work.

The research presentation will be supported by a written report composed of a minimum of 3000 words excluding figures, tables, and the bibliography. The word count must be added to the end of the document. All information from sources other than the student (including other group members, UA personnel, and external resources) should be properly attributed. A list of consistently formatted references should be appended to the end of the report and will not contribute to the word count.

OCE Original Research Proposal:

The remainder of the exam will involve the defense of an original research proposal. The proposal can be related to the student's research but cannot involve an extant part of the advisor's research program. Alternatively, the student can propose a line of inquiry remote from their own projects. In either case, the topic must be endorsed by the advisor as being neither a current direction within their group nor a project idea formulated by the advisor. The advisor may not be involved in proposed project design, proposal editing, or presentation preparation. Failure to abide by this policy, as judged by the approved committee, may result in either an "incomplete" or "fail" grade (see below) at the discretion of the committee. Students are permitted to consult any resources other than their advisor/Committee Chair in preparing the defense of their Original Research Proposal, including non-Chair committee members. A proposal abstract must be approved by the advisor and then by all committee members at least 8 weeks in advance of the examination. The student will be evaluated on the identification of a significant research question, the development of hypotheses, and the proposal of specific experiments to test these hypotheses. The

scope of the proposal should encompass a single specific aim with the recognition of potential problems in the experimental design and contingency experiments to overcome them.

The proposed project should be described in a properly referenced paper distributed to each committee member at the same time as the research report. The proposal should be a maximum of 3000 words excluding figures, tables, and the bibliography. An oral presentation of the proposal must be prepared and defended by the student at the exam.

The committee will evaluate the presentations and award an overall grade. A passing grade indicates that the student has passed both parts of the exam and satisfies the oral requirement for doctoral candidacy. Where one or both parts of the exam were deficient, an "incomplete" will be given. Additional work will then be required by the student to earn a passing mark. The nature of such work and the procedure to evaluate the results will be determined by the student's committee. All remediation must be completed by no later than the deadline established by UA for the change of outstanding "I" grades to "F" grades (see Graduate School Deadlines for specific dates) or at an earlier date unanimously established by the committee. Failure to satisfy the requirements by the indicated date will result in a grade of "fail". Satisfactory completion of this additional work will change the grade to "pass". **The receipt of a "fail" grade signifies serious deficiencies that necessitate dismissal from the Ph.D. program.** The Graduate Committee will determine, with input from the dissertation committee, whether relegation to the Master's program is appropriate.

Continuous Enrollment Policy

See Graduate School information on CH 699 Dissertation Research Continuous Enrollment (p. 21).

Dissertation Requirements

1. Committee Formation

After consulting with their research advisor, students will designate a dissertation committee in their second semester. The committee is composed of five members: the research advisor (chair), three faculty from the Department of Chemistry & Biochemistry, and one faculty member or professional scientist from outside of the Department. This last member can be a faculty member from another UA department or an individual from off-campus. In the latter case, the individual must hold a Ph.D. (or equivalent terminal degree) and must have a demonstrated record of research or scholarly activity. These individuals must be appointed to temporary membership on the UA Graduate Faculty.

2. Amount of Research for Dissertation

As chair of the dissertation committee, the research advisor will largely determine the amount of work required for the dissertation; however, the entire dissertation committee is involved in judging both the quality and quantity of research work accomplished as well as its defense by the student.

3. The Final Version of the Dissertation

A final version of the dissertation will be given to each of the committee members serving on the Dissertation Committee at least two weeks before the oral defense. The student is responsible for all aspects of the production of the dissertation, including the preparation, word processing, reproduction, dissemination to the committee members, and all costs involved. It is likely that the committee will recommend edits to the dissertation following the oral defense. All committee-requested edits

must be approved by the committee prior to final dissertation submission to ProQuest.

4. Oral Defense of Dissertation

Students must enroll in CH 586 Research Seminar during the semester they plan to defend their dissertation. Students will schedule the seminar (public) and committee (private) defense by coordinating with their committee chair. Students must submit a Public Notice of Dissertation Defense and send research seminar and defense scheduling information to the Graduate Program Assistant or Graduate Director at least two weeks before the scheduled defense. A majority affirmative vote by the Dissertation Committee hearing the oral defense constitutes satisfactory fulfillment of the research and dissertation requirement. Students should contact The Graduate Director shortly after the successful defense to initiate the Dissertation Defense Form for committee signatures.

5. Committee Acceptance Form

After submission of the final, approved dissertation to ProQuest, students should immediately contact the Graduate Director to initiate the Committee Acceptance Form. **Students must meet the Departmental publication requirement** (see Additional Academic Requirements) **before the Department will submit the Committee Acceptance Form for Graduate School approval.**

Time Limits for Degree Completion Requirements

See Graduate School information on Time Limits (p. 21).

Student Progress Requirement

Students will hold annual meetings with their approved committee each Spring semester during their first three years and every fall semester beginning in year 5 (i.e., every 9th and subsequent odd-numbered semester, as permitted by the Graduate Director and Department Chair beyond year 5):

1st year - First Year Review (FYR)

2nd year - Initial Research Review (IRR, CH 680 Initial Research Review)

3rd year - Oral Candidacy Exam (OCE, CH 681 Oral Candidacy Exam). See Admission to Candidacy Requirements for details.

5th year plus - Annual Research Review (ARR; repeated every fall semester until dissertation defense)

Final year - Oral Dissertation Defense

In each meeting, the student will present an update of their progress through the degree program, and the committee will provide feedback regarding the student's progress. For both the IRR (CH 680) and OCE (CH 681), students must earn a "pass" to remain in the program. The committee can request that additional work be completed to address any deficiencies in the presentation or written documents prior to awarding a passing grade. All remediation must be completed by no later than the deadline established by UA for the change of outstanding "I" grades to "F" grades (see Graduate School Deadlines for specific dates) or at an earlier date unanimously established by the committee. Failure to satisfy the requirements by the indicated date will result in a grade of "fail", with relegation to the MSC program or immediate dismissal from the Chemistry and Biochemistry graduate program, at the discretion of the Graduate Committee.

First Year Review (FYR):

All students must briefly (≤ 30 minutes) meet with their committee within their first 12 months. The purpose of this meeting is to ensure first year students have a basic understanding of their new research project and to familiarize the student with presenting for and interacting with their recently established committee. The FYR is not a defense. No written document is required, and no grade is assigned.

In this meeting, students should present:

- 1) A summary of completed and planned graduate coursework
- 2) A brief (10-15 minute) overview of the recently commenced or forthcoming graduate research, including the problem to be addressed and its significance. A description of research productivity is not expected in the FYR
- 3) Goals for research to be conducted prior to the Initial Research Review

Items 2 and 3 should be completed with significant input from the research advisor.

Initial Research Review (IRR, CH 680 Initial Research Review):

All students must present to their committee an initial review of their research efforts, taken as a 1 credit course (CH 680 Initial Research Review) and completed by the end of their 4th semester. The purpose of this meeting is for the student to demonstrate a working knowledge of their research project and associated fundamental concepts and to document first and second year research progress for the committee. The committee will question the student and provide input about the research effort. Two aspects of this examination are considered by the committee:

- 1) A written summary (generally 2500-4000 words excluding references) of the project and the initial research findings by the student with an associated discussion. This document must be provided to the committee at least one week in advance of the meeting.
- 2) An oral presentation with a period for discussion and questioning to follow such that the entire meeting is completed within 2 hours. The oral presentation should include:
 - A. A summary of completed graduate course work
 - B. A discussion of the background and significance of the research project
 - C. A description and analysis of the work completed to date
 - D. A description of plans for the next year

Comments from the committee about the student's IRR will become part of the student's academic record, and the committee will assign the student a grade for the CH 680 course based upon research productivity, familiarity with the project, and the quality of the written summary, oral presentation, and student's participation in associated discussion.

The grades will be:

PASS: the student has made satisfactory progress to continue in the program. The committee will also determine if the student should continue in the doctoral or M.S. degree program.

FAIL: the student has not made satisfactory progress and/or does not communicate satisfactory understanding of their

project and associated fundamental concepts and should be dismissed from the graduate program.

INCOMPLETE: the written summary and/or presentation was unsatisfactory, but the committee feels that with additional work, a passing grade can be earned. This remediation must be completed by no later than the deadline established by UA for the change of outstanding "I" grades to "F" grades (see Graduate School Deadlines for specific dates) or at an earlier date unanimously established by the committee.

Annual Research Review (ARR):

Annual committee meetings after achieving PhD candidacy will be held every Fall semester beginning in year 5 (i.e., 9th semester) to ensure students remain on track for the timely completion of their PhD degree requirements.

During the ARR, students must present:

- (1) A concise research update emphasizing accomplishments since the last committee meeting. This update should be presented and treated as an informal discussion, since annual reviews for PhD candidates are not research defenses.
- (2) A draft table of contents for the dissertation including planned work required for dissertation completion.

Every student is required to schedule an Annual Research Review with their dissertation committee beginning in their 9th academic semester and every subsequent odd-numbered semester in which the student is authorized by the Director of Graduate Studies and Department Chair to continue with financial support. The student will prepare and distribute a structured draft of the table of contents for their planned dissertation. Sections or chapters should be labeled as completed, in progress, or planned. No other written document is required. The student will then present an oral research update (generally 20-30 minutes using PowerPoint slides) to the committee. The update should de-emphasize background information and focus on recently employed research methods and recently obtained research results. An important part of the discussion will involve the additional work that should be completed for the dissertation and the timeline for its completion.

Students with dissertation defenses scheduled to allow for graduation in the ensuing spring semester may petition the Graduate Director for exemption from the fall Annual Research Review requirement. The committee chair's signature is required for a valid petition. Students who receive an exemption but who do not defend in time to meet UA spring graduation deadlines must complete an ARR with their dissertation committee before the end of the spring semester to remain eligible for financial support during the summer term. No probationary semester will be authorized for those students.

PhD candidates who are not graduating within a given calendar year are required to repeat the ARR every fall semester until their graduation. At each meeting, the committee will evaluate whether acceptable research progress has been made since the last committee meeting and whether a viable dissertation is likely to be produced within an acceptable time frame. The dissertation committee determines by majority vote if a student is making adequate research progress commensurate with their time in the program. This determination will aid the Department Chair and Graduate Director in decisions to extend the student's departmental support beyond the 5th year, if requested by the student and their committee chair. If the committee determines the student is not

making adequate research progress, students may be granted one probationary semester with financial support to remedy productivity deficiencies, at the discretion of the Department Chair and Graduate Director. Failure to meet minimum research expectations by the end of the discretionary probationary semester, as determined by dissertation committee majority vote in a follow-up review, will prompt Department Chair and Graduate Director review for termination of financial support and possible relegation to the Master's Program or dismissal from the Chemistry and Biochemistry graduate program.

Delinquency in Satisfying Annual Committee Meeting Requirements (FYR, IRR, OCE, ARR):

Students who neglect to complete the required departmental First Year Review (FYR) within their first 12 months, CH 680 (IRR) within their first four semesters, CH 681 (OCE) within their first six semesters, or the Annual Research Review (ARR) once annually beginning in their 9th semester are no longer in good academic standing. Students who are within their first nine semesters of UA graduate studies that are delinquent in completing any annual review have one probationary semester (i.e., academic semester or full summer term, as applicable) to satisfy the corresponding review requirement without financial penalty. Students who are in their 10th semester or later must petition the Graduate Director and Department Chair with the written consent of their committee chair for a probationary academic semester to complete an Annual Research Review to remain eligible for continuing financial support.

Failure to satisfy any corresponding annual committee meeting requirement prior to or within an approved probationary academic semester will prompt Department Chair and Graduate Director review for immediate termination of financial support and Graduate Committee review for possible relegation to the Master's Program or dismissal from the Chemistry and Biochemistry graduate program. In cases where extenuating circumstances (e.g., serious illness or pregnancy) affect the timely completion of a committee meeting, the Graduate Director may be petitioned for a deadline extension.

Additional Academic Requirements

At the time of their PhD defense, the PhD candidate must have at least one officially accepted or published peer-reviewed publication involving novel research the candidate completed at UA. In lieu thereof, the student may request examination of their completed dissertation for novel, publishable work by a Graduate Committee-approved external referee who is an expert in the field of the dissertation research project. External review requests must be submitted at least six weeks prior to the scheduled dissertation defense date. A positive external review of the dissertation will satisfy the departmental research publication requirement but no other PhD degree requirement.

All students must enroll in CH 584 Chem Lit & Comm in their second or third semester. Key assignments include a faculty-evaluated written critical review of an approved publication in the student's general field of study and a 20-minute seminar in which the student discusses the published research before the Department. Students who do not earn a grade of 'B' or higher are required to repeat CH 584 during the following fall semester. A second failure to earn a passing grade constitutes inadequate progress toward a graduate degree in Chemistry and Biochemistry and triggers dismissal from the Chemistry and Biochemistry graduate program.

Students are required to register for CH 585 Chemistry Seminars each semester unless there is a conflict with TA responsibilities. In most cases, students will exceed the minimum 8 credits required.

Students must have an approved research advisor after their first semester to be in good academic standing. Students without an approved advisor may not register for CH 660 Adv Research Techniques Chem or CH 699 Dissertation Research courses and, therefore, cannot make progress toward a PhD degree. Students without an advisor will be granted one full semester or full summer term to find a Department approved research advisor. Failure to do so will result in relegation to the Plan I MSC program, possibly with one additional semester of financial support, at the discretion of the Graduate Director and Department Chair.

Academic Misconduct Information

See Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Students wishing to withdraw from the program or pursue a leave of absence should contact the Graduate Director. Also see Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

See Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

The student must maintain a cumulative average grade of not less than "B" (3.0) in graduate courses taken at The University of Alabama to be eligible for renewal of either a teaching or research assistantship. Courses in which a student has earned a grade of "P" are not considered in making evaluations of academic standing. Graduate students will be permitted a maximum of two grades of less than "B" in lecture courses. Regardless of grade point average, receiving three grades of "C" or failure in any course ("D" or "F" grade) will result in a review of the student's performance by the Graduate Committee. This review will determine whether the student should continue to receive financial support and/or be dismissed from the Chemistry and Biochemistry graduate program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered prior to the start of the semester immediately following the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.

Students who neglect to complete the required departmental First Year Review within their first 12 months, CH 680 within their first four semesters, CH 681 within their first six semesters, or the Annual Research Review once annually beginning in their 9th semester are no longer in good standing. Students in their 9th semester or earlier who are delinquent in completing any annual review have one probationary academic semester, including a full summer term, to satisfy the corresponding review requirement without penalty. Failure to satisfy the requirement within the probationary academic semester will prompt Graduate Committee review for termination of financial support and possible relegation to the Master's Program or dismissal from the Chemistry and Biochemistry graduate program. Students in their 10th semester or later who are not in good standing are subject to termination of financial support at the end of the current semester at the discretion of the Graduate Director and the Department Chair.

Also see Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

See Graduate School information on Deadlines.

Application for Graduation Information

See Graduate School information on Application for Graduation (p. 21).

Acquisition of Financial Support:

All students in good standing in the Chemistry PhD program are normally supported by a graduate research assistantship (GRA) funded through their advisor, a graduate teaching assistantship (GTA) funded by the Department, or a fellowship. Both types of assistantships provide an equivalent stipend and benefits along with paid tuition and fees. Financial support is guaranteed through the first five years in the program for all PhD students who meet performance expectations and who do not meet any Conditions for Termination of Financial Support (see below). Students will be informed of impending financial support termination at least one semester prior to the support termination date except in the special cases noted under Conditions for Termination of Financial Support. Students in good standing may petition the Director of Graduate Studies for continuing GTA support beyond the fifth year on a semesterly basis. Petitions for continuing support must be submitted to the Director of Graduate Studies at least three months prior to the start of the final semester of guaranteed support. Students in good standing with GRA support beyond the fifth year may continue at their advisor's discretion until GRA support is either exhausted or terminated by their advisor.

Fellowship Nominations:

Eligible students who excel in the program may be nominated by the Department for UA fellowships. Nominees are selected by departmental faculty vote based upon prospective nominee research productivity, academic performance, and contributions to the Department. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits at least commensurate with those provided through GRA or GTA support.

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in the Chemistry PhD program. In general, students in the Chemistry MSC program do not receive departmental financial support.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support.
- The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, The UA College of Arts and Sciences, UA Environmental Health and Safety, and The UA Department of Chemistry and Biochemistry.
- Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.
- Beginning in the second semester, students must conduct research under the direction of a Department-approved research advisor as dictated by the expectations in corresponding CH 660 and CH 699 syllabi. Continuous research progress is expected beginning in the second semester as directed by the research advisor and the student's dissertation committee.

Conditions for Termination of Financial Support:

Students who meet one or more of the following conditions will be subject to termination of financial support pending Department of Chemistry and Biochemistry administrative review. Depending upon the

severity of the infraction or the extent of non-compliance, the Department Chair and Graduate Director—with input from the Graduate Committee—will recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

- *Dereliction of duty.* Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee (for teaching assistants) or the research advisor (for research assistants); or failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee (for teaching assistants) or by the research advisor (for research assistants) and the student's departmental memorandum of appointment.
- *Resolved finding of Academic Misconduct.* Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.
- *Failure to have a department-approved research advisor for more than one semester.* Students without an approved research advisor may not enroll in CH 660 or CH 699 courses and, therefore, cannot proceed toward degree completion. Students without an advisor may be relegated to the Plan I Master's Program with one additional semester of financial support, at the discretion of the Graduate Director and Department Chair.
- *Loss of good academic standing.* Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing—with the non-passing grade exception noted below. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the Graduate Committee. This review will determine whether the student should continue to receive financial support and/or be dismissed from the program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered prior to the beginning of the semester succeeding that in which a third 'C' and/or a 'D' or 'F' grade is reported.
- *Delinquent Annual Review.* Students who neglect to complete the required departmental First Year Review within their first 12 months, CH 680 within their first four semesters, CH 681 within their first six semesters, or the Annual Research Review once annually beginning in their 9th semester are no longer in good academic standing. Students who are within their first nine semesters of UA graduate studies that are delinquent in completing any annual review have one probationary semester (i.e., academic semester or full summer term, as applicable) to satisfy the corresponding review requirement without penalty. Students who are in their 10th semester or later must petition the Graduate Director with the written consent of their committee chair for a probationary academic semester to complete an Annual Research Review. Failure to satisfy any corresponding annual committee meeting requirement prior to or within the probationary academic semester will prompt Department Chair and Graduate Director review for immediate termination of financial support and Graduate Committee review for possible relegation to the Master's Program or dismissal from the Chemistry and Biochemistry graduate program.

- *Insufficient continuous research progress.* The dissertation committee determines by majority vote if a student is making adequate research progress commensurate with their time in the program during required annual reviews. If the committee determines the student is not making adequate research progress, the student will be granted one probationary semester (i.e., academic semester or full summer term) with financial support to remedy productivity deficiencies, as assessed by the dissertation committee. Failure to meet minimum research expectations by the end of the probationary semester will result in immediate termination of financial support and may prompt relegation to the Master's Program, at the discretion of the Graduate Director and Department Chair.

Department of Communicative Disorders

The program combines coursework, observation, and practicum to familiarize students with communicative disorders and to develop their skills in assessment and rehabilitation. Most students with undergraduate degrees in communicative disorders will complete the degree requirements in five semesters of full-time study. Students who complete the master's degree will also have met the academic and practicum requirements for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and for a license from the state of Alabama. These credentials enable graduates to be employed in clinical settings as well as in the public schools of Alabama and many other states, depending upon the certification requirements of those states.

Practicum sites include UA's Speech and Hearing Center, public schools, DCH Regional Medical Center, University Medical Center, West Alabama Rehabilitation Center, Bryce Hospital, RISE Program, VA Medical Centers in Tuscaloosa and Birmingham, and other sites in the Birmingham area. Certified and/or licensed professionals supervise at all sites.

- Major
 - Speech Language Pathology, MS (p. 315)

Chair

- Dr. Memorie Gosa

Clinic Director

- Dr. JoAnne Payne

Coordinator, Audiological Services

- Dr. Christy Albea

Professor

- Dr. Marcia Hay-McCutcheon

Associate professors

- Dr. Angela Barber
- Dr. Anthony Buhr
- Dr. Memorie Gosa
- Dr. Evie Malaia

Assistant professors

- Dr. Luca Campanelli
- Dr. Spyridoula Cheimariou
- Dr. Paul Reed
- Dr. Hyunjoo Yoo

Instructor

- Dr. Laura Moss

Clinical Educators

- Mrs. Jennifer Baggett
- Mrs. Mary Bryan
- Mrs. Candace Cook
- Mrs. Kayce Hinton
- Mrs. Amanda Mennen
- Mrs. Mary Ray-Allen
- Mrs. Sara Shirley
- Mrs. DeLaine Stricklin

Audiologist

- Dr. Emma Brothers

Graduate Research Professor Emeritus

- Dr. Charles Formby

Students may not receive credit at both the 400 and 500 levels for courses of equivalent content. Graduate students enrolled in 500-level courses that are also offered at the 400 level will be expected to perform extra work of an appropriate nature. Graduate credit will not be granted at the 400 level.

CD501 Introduction to Research Methods

Hours 3

This course covers the study of research methods for use in communicative disorders and related disciplines. This includes an emphasis on evaluation of experimental design for clinical research and critical reading of published research.

CD502 Psychology of Language

Hours 3

Language is a system of symbols that we use to communicate. The power of this system enables us to share the contents of our minds with other people who share that language. The evolution of language has profoundly shaped the lives of human beings, enabling our species to transmit knowledge from one generation to the next. This accumulated knowledge over time and space has allowed humans to proliferate as a species. New words are added to a language as new ideas emerge. The psychology of language is the study of the processes by which we as human beings generate grammatical sequences of linguistic symbols for comprehension by the listener.

[View All Courses](#)

Speech Language Pathology, MS

The Department of Communicative Disorders offers a graduate program in speech-language pathology leading to the master of science (MS) degree. Our program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).

The University of Alabama Master of Science degree program in speech-language pathology is designed to prepare speech-language pathologists to contribute to the prevention, assessment, and treatment of communicative disorders.

Through formal academic coursework, clinical experience, and exposure to research, students enrolled in the program acquire

- knowledge of the literature in human communication sciences and disorders
- skill in the administration and interpretation of speech, language and hearing measures
- the ability to apply therapy techniques
- an appreciation of related behavior, physical and biological sciences
- an awareness of, and an appreciation for, the multicultural nature of our society
- insight into their own professional strengths and limitations

Students completing the requirements for the MS degree at The University of Alabama meet the academic and clinical practicum requirements for the American Speech-Language-Hearing Association's Certificate of Clinical Competence in speech-language pathology and for state licensure in Alabama.

The MS degree program provides the following:

- a prescribed sequence of courses in human communication sciences and disorders and related disciplines
- opportunities to observe, discuss, and participate in the assessment and treatment of individuals of all ages with a wide range of communication disabilities at The University of Alabama Speech and Hearing Center and various off-campus facilities
- experience in the assessment and treatment of individuals with speech, language and hearing disorders
- opportunities for research experiences which may include the writing of a thesis

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Three letters of recommendation
- Submit three letters of recommendation from individuals that can speak to your potential for success in graduate school. Letter writers should provide examples of your outstanding scholarship, leadership experience, community involvement, strength of character, independence, and any related experiences that have enhanced your undergraduate learning experience. Additionally, letter writers should speak to your strengths/weaknesses, resiliency and ability to overcome obstacles. *Note: all students regardless of undergraduate institution must submit 3 letters of recommendation.*
- Essay
 - Compose and submit a standard five-paragraph essay in response to the guidelines and prompts on the Communicative Disorders website.
 - *Note: This structured essay replaces the previous requirement of the unstructured statement of purpose.*
- Video Submission:
 - Prepare and submit a video of you responding to the following the guidelines and prompts on the Communicative Disorders website.
- Resume
 - Construct and submit a comprehensive resume that documents your academic, professional, and community achievements.

Please make sure to regularly check the department's website for a complete listing of all required application materials.

See the Admission Criteria section of this catalog for more information.

Deficiencies:

Undergraduate course deficiencies must be removed as soon as possible, but such courses may be taken concurrently with ones for graduate credit.

In unusual cases certain requirements or procedures may be modified or waived by the Graduate Faculty of the Department.

Curricular Requirements

First Year

Fall	Hours	Spring	Hours	Summer	Hours
Clinic: 5- 10 Hours		Clinic: 10 - 15 Hours		Clinic: 15 - 20 Hours	
CD 509	3	CD 553	3	CD 517	3
CD 501	3	CD 512	3	CD 515	3
CD 551	3	CD 545	1	Elective Course	3-6
CD 552	3	CD 576	3		
CD 517*	1	CD 555	3		
		CD 517	2		
		13			15
				9-12	

Second Year

Fall	Hours	Spring	Hours
Clinic: 15 - 20 Hours		Clinic: 40 Hours	
CD 556	3	CD 518	6
CD 517	3	CD 508	3
CD 575	3		
CD 554	3		
Elective Course	3		
		15	9

Total Hours: 61-64

- Course sequence subject to change based on faculty availability.

Degree Requirements

Code and Title	Hours
Required Courses	
CD 501 Intro to Research Methods	3
CD 508 Diagnostic Practicum	3
CD 509 Language 1	3
CD 512 Language 2	3
CD 515 Professional Seminar	3
CD 517 Adv Clin Prac Speech	7
CD 518 Adv Clin Prac Sp II	8
CD 545 Audiology Lab Experience	1 to 3
CD 551 Phonological Assessment	3
CD 552 Neurology I	3
CD 553 Neurology II	3
CD 554 Fluency & Counseling	3
CD 555 Seminar in Voice Disorders	3
CD 556 Acq Motor Speech Disorders	3
CD 575 Dysphagia in Children	3
CD 576 Dysphagia In Adults	3
Elective Courses ¹	6

CD 514	Autism Spectrum Disorders
CD 525	Applied Research in CD
CD 535	Medical SLP
CD 546	Aural Rehab for SLP
CD 549	Sociolinguistics in SLP
CD 550	Independent Study
CD 565	Advanced Aphasia
CD 578	Counseling in CD
CD 599	Thesis Research

Total Hours**61-63****Footnotes**

¹ Electives offered each semester are subject to change.

Transfer Credit

Graduate School information about Transfer Credit (p. 15).

Comprehensive Exam

Written Comprehensive Examination

1. Students will take written comprehensive examinations over the course of the five semesters Master's program. Students must pass comprehensive exams in order to graduate.
2. Students taking the examinations will be relieved of academic and clinical duties on the examination days. The time and place will be set and announced by the Chair of the Department but will take place in a campus computer lab with internet access disabled, unless announced otherwise.
3. The examination is designed to reveal the knowledge gained by students in multiple content areas, and their ability to express that knowledge in professional, clinical written communication. Therefore, in addition to content, clarity and grammar will be assessed. Comprehensive exams are the summative assessment for the educational program in speech-language pathology, CAA Standard 5.2.
4. Each answer will be reviewed by a graduate faculty member with expertise in the content area. Answers that do not receive a passing mark will be reviewed by a second faculty member.

Nature of Written of Comprehensive Questions

As this is a comprehensive examination, the topics of the questions may overlap across course lines, requiring the student to integrate information from more than one content area. Since the questions will be chosen to reflect the content areas represented on the ASHA Praxis exam for speech-language pathology, all areas must be studied in preparation for the comprehensive examination. Students must achieve a passing grade on comprehensive exams to graduate. Not all areas will be necessarily included in the test questions. The twelve content areas from which questions will be drawn are:

- Child language development
- Child language disorders
- Phonological/articulation disorders
- Fluency disorders
- Motor speech disorders
- Voice disorders
- Neurogenic language disorders
- Dysphagia
- Multicultural issues

- Audiology
- Research methods
- Professional issues

Supplementary Examination

The purpose of this examination is to provide a mandatory second comprehensive exam question for any student who fails one of the original questions given during the comprehensive examination period.

The second question may or may not be the original question and the examination format may be written or oral depending. This will be determined by the primary faculty member responsible for the question. A supplementary exam can be administered a maximum of two times.

If a student does not pass their supplementary examination(s) then the relevant academic faculty will meet to determine the plan for future academic remediation. The remediation plan may include additional coursework and/or enrollment in additional semesters of graduate study. The plan will be communicated to the student and a signed copy of the remediation plan will be uploaded to the student file. Failure of the supplementary examination(s) may result in the student not finishing the graduate program in the typical 5 semester sequence.

Graduate School information on Comprehensive Exams (p. 15).

Clinical Practicum

Clinical Practicum Experience Step 1: Pre-Professional Observations

Each student majoring in Speech-Language Pathology is required to complete 25 clock hours of observation of appropriate clinical activities prior to enrollment in the first practicum course.

Undergraduate students at UA typically gain this experience while enrolled in CD 277 Preprof Lab Exp: Pre-professional Laboratory Experience. During this course, the student completes a minimum of 25 hours of observation of diagnostic and/or intervention activities with individuals representing a variety of age groups and types of speech, language, and hearing disorders via the interactive Simucase Guided Observation Program.

Students will complete the Observation Hour Form as a log of the observations completed. These hours will be verified by the instructor at the end of the course. The student must turn in the form to the course instructor before a grade will be posted. The student should keep a copy of the form for his/her records.

Students who enter the program from another university must provide written documentation of observation hours before receiving any clinical assignments. Students who have not completed 25 hours of observation must do so before participating in clinical practicum.

Step 2: In-House Clinical Practicum

In-house clinical practicum is available to both undergraduate and graduate students. Students typically complete a minimum of 1 in-house clinical practicum before being assigned to an off-campus facility. Most students will complete at least 2 in-house placements. Graduate students participate in in-house practicum through enrollment in CD 517 Adv Clin Prac Speech CD 518 Adv Clin Prac Sp II and CD 508 Diagnostic Practicum.

Step 3: Off-Campus Clinical Practicum

All graduate students are expected to complete practicum at sites outside The Speech and Hearing Center once they have demonstrated acceptable professional conduct, academic performance, and clinical performance. A variety of settings are available. Ideally, students will

complete at least one pediatric placement (i.e. public school) and one adult placement (i.e. skilled nursing facility, rehabilitation setting, or hospital). The student's preference for a particular site will be accommodated when possible if it is compatible with the knowledge and skill requirements that are appropriate for the student at that point in the clinical training process.

Decisions regarding off-campus clinical practicum placement will be made on a student-by-student basis by the Internship Coordinator with input from the Clinical Educators and Academic Faculty and approval from the Clinic Director and Department Chair. Students must abide by the terms for placement agreed upon by the site and The Speech and Hearing Center.

Some travel by the student may be required to provide adequate hours and experiences. Costs associated with all off-campus travel will be incurred by the student. Off-Campus Clinical Practicum sites considered to be in-area include any location within a two hour drive of the city of Tuscaloosa.

Only students in good standing are assigned to off-campus clinical practicum. Good standing is defined by a student's professional conduct, academic performance and clinical performance. Students with a remediation plan are not eligible for off-campus placement until the terms of the remediation plan are met. Students under review for misconduct will not be assigned to an off-campus placement or might be removed from the site. If a student is on Academic Probation or demonstrates questionable academic misconduct (i.e. poor class attendance), the student may be required to complete the 5th semester practicum locally. Students who are not performing to the standards and expectations outlined prior to the placement (See Student Handbook Appendix X: Expectations for the Student Intern at an Off-Campus Site) will be required to complete a remediation plan. If a practicum experience is delayed or not completed due to review of good standing, the student will complete a rotation the following semester and graduation will be delayed one semester.

For information regarding the out-of-area clinical practicum requirements refer to Appendix VIII: Guidelines for Requesting Out-of-Area Sites for Clinical Training.

Time Commitment for Clinical Experience

Graduate students must be enrolled in clinical practicum each semester they are enrolled in the graduate program. They must complete a minimum of 25 observation hours and 375 clock hours of clinical practice prior to graduation. The Clinic Director, Internship Coordinator and Clinical Educator determine the number of days and hours a student attends his or her practicum. Students must plan to be available as required for practicum assignments. Students who have jobs or are involved in activities outside the department must be prepared to schedule those time commitments around clinic assignments. Students must recognize that personal decisions (pregnancy, job changes, moves, getting married, etc.) may impact or delay graduation timelines.

Clinical Practicum Grading and Remediation

Graduate clinical practicum is graded as Pass/Fail/Incomplete. Graduate students will be formally evaluated and graded by their Clinical Educator at mid-term and at the end of the semester using Calipso, a web-based tool for managing student clinical education. Knowledge and skills in the follow areas will be assessed according to the Performance Rating Scale below. These are equally weighted.

- Evaluation skills
- Intervention skills
- Preparedness, Interaction, and Interpersonal Qualities

A remediation plan may be put in place following a clinical practicum mid-term evaluation, a final evaluation, a diagnostic evaluation, or at any time when a student's clinical performance is not in good standing. A remediation plan is developed for any student who receives an "F" or "I" grade in clinic. If a remediation period carries over to the next semester, the student will receive a grade of "I" at the end of the semester in which the remediation period began. This grade will be changed to "P" or "F" at the completion of the remediation period.

The remediation plan will be developed by a remediation committee and will include:

- A description of the problem(s) or area(s) of concern
- Plan/process for remediation
- Explanation of how outcome/success will be measured/determined
- Timeline for completion will be specified in the remediation plan

The remediation committee may include the Department Chair, at least one Clinical Educator, and the Clinic Director.

If the student successfully meets the terms of the remediation plan within the timeline specified, the student proceeds with graduate study as normal. If the student does not successfully complete the remediation process, a second remediation plan may be developed. A maximum of 2 remediation plans may be implemented for a student during their graduate program. If after a second remediation plan, the deficits in clinical performance are not successfully resolved, as determined by the remediation committee, the student will be dismissed from the graduate program, even if the student is not on academic probation.

A student who earns an "F" or Fail grade in clinic is not awarded the clinical clock hours earned that semester. A student who earns an "F" or Fail grade in clinic will be required to complete an additional semester of clinical work.

A student who earns an "F" or Fail grade in clinic may be at risk for academic probation.

Evaluation of Clinical Performance

Clinical Educators will observe treatment (therapy sessions) a minimum of 25% of the student's contact time and each diagnostic session a minimum of 50% of the time. Observation is not the only method used in determining competency. The student will also be evaluated on quality of written work, professionalism, as well as other pertinent indicators of professional development.

Time Limits for Degree Completion

The MINIMUM length of the program for the master's degree is the equivalent of five semesters for a student with an undergraduate background in communicative disorders, or seven semesters for a student without such a background. The Graduate School requires that the degree be completed within six years.

Students with a typical pre-professional undergraduate background in communicative disorders generally can complete the above requirements in five continuous semesters beginning in the Fall semester (F, SP, S, F, Sp).

Students with no undergraduate background in communicative disorders typically are able to complete the above requirements in seven semesters beginning only in Fall Semesters (F, Sp, F, Sp, S, F, Sp).

Graduate School information on Time Limits (p. 15).

Certification and Licensure

In addition to having completed all the academic and clinical requirements for the American Speech-Language-Hearing Association's Certificate of Clinical Competence in Speech-Language Pathology, students completing this program will be eligible to apply for a state license granted by the Alabama Board of Examiners in Speech Pathology and Audiology.

Graduates may also become employed in the public schools of Alabama on a provisional basis prior to becoming licensed, and on a permanent tenure earning basis after obtaining licensure and receiving a Class A teacher's certificate from the State Department of Education.

HIPAA Policy

The security and privacy of clinical records is protected by professional ethics (American Speech-Language-Hearing Association) and federal legislation (Health Insurance Portability and Accountability Act). The Speech and Hearing Center is bound by ethics and law to adhere to HIPAA Policies and Practices as prescribed by The University of Alabama HIPAA Compliance Committee. (HIPAA, Appendix III) All members of The Speech and Hearing Center workforce must comply with HIPAA Policies and Practices.

- Students enrolled in clinical practicum/courses are part of The Speech and Hearing Center workforce.
- The obligation to protect the confidentiality and security of clinical records begins with enrollment in clinical courses and is ongoing (i.e., does not end with completion of clinical coursework or graduation).

Clinical practicum students will complete HIPAA training prior to engaging in delivery of clinical services. Documentation of training will be kept by The Speech and Hearing Center HIPAA Privacy Officer.

HIPAA Policies and Practices apply to all clinical records, which includes all paper and electronic clinical records, billing records, photographs, video and audio recordings, and verbal and telephone conversations.

Important Points related to HIPAA

- Violations of HIPAA Policies and Practices will be reported to the The Speech and Hearing Center Privacy and Security Offices, Clinic Director, and Department Chair.
- Students who violate HIPAA Policies and Practices will be subject to sanctions.
 - The sanction imposed will be based on the severity of the breach. Mitigating factors as well as whether the breach was a first or repeat offense will be considered.
 - Neither The University of Alabama nor the Speech and Hearing Center can protect the students from legal charges filed through the court system on behalf of a client should such an action occur.
- If a student is accused of a HIPAA violation, a meeting will be scheduled to address the accusation. The HIPAA Privacy and Security Officers, Clinic Director, and Department Chair will attend the meeting with the student. Other Speech and Hearing Center personnel, such as a clinical educator, may be present as well.

- The accusation and concerns will be presented. The student will be given the opportunity to provide an explanation/defense.
- If it is determined that the student is guilty of a HIPAA violation, the HIPAA Officers, Clinic Director, and Department Chair will determine the appropriate sanctions.
- The purpose of the meeting the outcome will be documented. A copy will be placed in the Student's Department File.
- Sanctions can include but are not limited to the following:
 - Both a first offense and a serious offense typically require disciplinary sanctions but do not threaten the student's opportunity to complete the program in the expected number of semesters. HIPAA re-training, loss of clock hour credit, and a letter of reprimand are examples of possible sanctions.
 - A second serious offense or critical offense warrants a grade of "F" or "fail" in the clinical course. The student will remain in-house one extra semester for clinic rather than be placed at an off-campus site. The student will have to extend the completion date of the graduate program by one semester.
 - A fatal offense, third serious offense, or second critical offense warrants dismissal from the Department of Communicative Disorders for a graduate student.

Student Progress Requirements

The M.S. degree in Speech-Language Pathology offered by the Department of Communicative Disorders at The University of Alabama is a standards-based education program. Standards based educational programs are systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their educational programs. Our degree program is based on the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved from www.asha.org/certification/2020-SLP-Certification-Standards.)

Students will work systematically through all of the required standards during their clinical training and academic coursework. Students must maintain an overall GPA of 3.0 or higher throughout their graduate program to avoid academic probation. However, regardless of overall grade earned in the course- the professor for each course will evaluate a student's mastery of standards on each summative assessment offered in the course. If a student fails to show mastery on any of the targeted standards in a course, the professor will meet with the student to outline a remediation plan to ensure that the standard is met prior to the end of the course. The professor will document the plan and student and professor will sign the documented plan and it will be filed within the professor's records for the course. Successful completion of the plan should also be documented within the professor's records for the course.

At the conclusion of the course, the professor of record will evaluate each student's mastery of targeted standards for each course. They will provide a list of students that require remediation due to failing to meet mastery criteria for standards addressed in their courses by the due date for final grade reporting. This list will be provided to the Chair and Director of Graduate Studies. The Chair, Director of Graduate Studies, Professor, and student will meet to discuss and finalize the remediation plan for the standards that require additional work to demonstrate mastery by the first week of the following semester. The remediation plan will include the standards to be targeted, activities to teach/remediate understanding of

the standards, assessment of mastery for each standard, and the timeline for accomplishing the tasks. This will be signed by all parties and filed in the student's department record.

Academic Misconduct

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing Probation

1. Academic GPA

A graduate student with unconditional standing who drops below a B average in grades at any time after earning 6 semester hours will be placed on probation. Probationary status must be removed by raising the overall average to a B or better during the next 12 hours of graduate work following the semester in which the probation was incurred. Failure to do so will result in dismissal from the Graduate School. If a student's overall average drops below a B during the last 12 hours of prescribed course work this will result in dismissal from the program and academic suspension from the Graduate School.

2. Clinic Grades

A "Fail" grade in clinic will place any student on probation. A remediation plan will be instituted. If a "fail" grade is earned after implementation of the remediation plan the student will be dismissed from the program. A student will not be allowed to graduate with a "Fail" grade in clinic in their last semester.

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

All successful new applicants to the graduate program are considered for available scholarships and graduate assistantship positions. As additional scholarships and graduate assistantship positions become available, all current graduate students will be considered for these positions. A separate application is not required for graduate assistantship or scholarship consideration.

Department of Criminology & Criminal Justice

- Major
 - Criminology & Criminal Justice, MS (p. 320)
 - Criminology & Criminal Justice, PhD (p. 324)

Chair

- Adam Lankford

Graduate Director

- Michael Barton

Professors

- Susan Dewey
- Adam Lankford
- Lesley Reid
- Brittany VandeBerg

Associate professors

- Matthew Dolliver
- Jihoon Kim
- Matthew Valasik

Assistant professors

- Timothy Dickinson
- Patrick McClanahan
- Raymond Partin

CJ506 Terrorism

Hours 3

An analysis of selected areas of terrorism, counter-terrorism, and homeland security with an emphasis on parallels between terrorism and crime.

CJ520 Seminar Law Enforcement

Hours 3

Analysis of selected areas of law enforcement. Emphasis is on currently developing trends.

[View All Courses](#)

Criminology & Criminal Justice, MS

This program helps highly-motivated people gain the skills and expertise they need to reach their goals, whether that's launching or advancing their career, or preparing for a PhD program or law school. Students can expect rigorous training in the theories, methodologies, and empirical findings that help explain social deviance, criminal behavior, criminal justice, and social organizations. Students also have the opportunity to publish cutting-edge articles with faculty, travel to national conferences to present their research findings, and more.

Admissions

For applicants, an undergraduate major in the social sciences is desirable, but students with strong undergraduate records in other fields are encouraged to apply.

It is the policy of the Criminology and Criminal Justice faculty to admit those students who demonstrate potential for successfully completing the master's degree program.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A resume/CV
- 3 letters of recommendation.

The Department does not admit non-degree students into its graduate program.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The graduate program in Criminology & Criminal Justice includes a thesis or a non-thesis option. Under both options, the student has considerable latitude to design a program to fit particular needs. All entering students must specify one of the two options during the second semester of academic work. Both options have core courses, including criminological theory, research in the criminal justice process, and applications of statistics in criminal justice.

MS in Criminology & Criminal Justice, Thesis Option

This option requires a total of 30 credit hours including 9 of core requirements, 6 for thesis research, and 15 for elective courses. CJ 599 Thesis Research should be taken after core requirements have been completed.

Students must pass public oral defense of the thesis. Thesis students must also pass a written and/or oral comprehensive examination (ordinarily done during the thesis defense).

Thesis Option Degree Requirements Summary		Hours
Core Course Requirements		
CJ 581	Applic Statistics In CJ	3
CJ 584	Criminological Theory	3
CJ 586	Research In CJ Process	3
CJ 599	Thesis Research	6
Electives		15
CJ 505	Gender & Crime	
CJ 506	Terrorism	
CJ 520	Seminar Law Enforcement	
CJ 540	Sem Juvenile Delinquency	
CJ 570	Sem Correction Policy	
CJ 590	Special Topics	
CJ 592	Independent Study	
Comprehensive Exam		
Total Hours		30

MS in Criminology & Criminal Justice, Practicum

This option requires a total of 30 credit hours including 9 hours of core course requirements, 15 hours of elective courses, and 6 hours for the practicum. CJ 595 Practicum should be taken after core requirements have been completed. Students must pass The Criminology and Criminal Justice Graduate Committee's review of their practicum paper and public presentation.

MS in Criminology & Criminal Justice, Practicum		Hours
Core Course Requirements		
CJ 581	Applic Statistics In CJ	3
CJ 584	Criminological Theory	3
CJ 586	Research In CJ Process	3
CJ 595	Practicum	6
Electives		15
CJ 505	Gender & Crime	
CJ 506	Terrorism	
CJ 520	Seminar Law Enforcement	
CJ 540	Sem Juvenile Delinquency	
CJ 570	Sem Correction Policy	
CJ 590	Special Topics	

CJ 592	Independent Study	
Total Hours		30
MS in Criminology and Criminal Justice, Policy and Practice Paper		
MS in Criminology and Criminal Justice, Policy and Practice Paper		Hours
Core course requirements		
CJ 581	Applic Statistics In CJ	3
CJ 584	Criminological Theory	3
CJ 586	Research In CJ Process	3
CJ 598	CJ Policy And Practice	3
Electives		21
CJ 505	Gender & Crime	
CJ 506	Terrorism	
CJ 520	Seminar Law Enforcement	
CJ 540	Sem Juvenile Delinquency	
CJ 570	Sem Correction Policy	
CJ 590	Special Topics	
CJ 592	Independent Study	
Total Hours		33

Transfer Credit

Up to 6 hours of approved coursework may be transferred from other universities. Up to 6 hours of approved coursework may be taken in other departments at The University of Alabama and may be applied to the degree when it is consistent with the student's degree plan and approved by the department. The department does not accept 400-level courses toward degree requirements for the Master of Science in Criminology & Criminal Justice.

Graduate School policies on transfer credit (p. 15).

Accelerated Master's Program

Please refer to the Graduate School's website for further information on the Accelerated Master's Program (p. 7).

Plan I: Thesis Process Requirements

1. Thesis Committee

Each student who wishes to complete a thesis will form a master's thesis committee. This committee will be established by the thesis chairperson and the student. The Graduate Director or Department Chair must sign an Appointment of Master's Thesis Committee Form prior to enrollment for thesis hours.

The form will be signed on the understanding that the student has convened a thesis committee consisting of a Chairperson plus two committee members (one member will be from the department and one member will be from outside the department), presented a short prospectus that is acceptable to the committee, and has completed 18 hours of approved graduate coursework.

2. Thesis Submission

After the thesis has been completed, the student must submit an electronic copy of it to the graduate school using Committee Acceptance Form for Electronic Thesis or Dissertation.

An Electronic Thesis or Dissertation (ETD) is simply the digital (electronic) representation of your thesis or dissertation, and must meet

the formatting requirements described in “A Student Guide to Preparing Electronic Theses and Dissertations”.

3. Beginning Work on a Thesis

Registration for six hours of CJ 599 Thesis generally follows completion of all coursework. A student may register for 1 to 6 thesis hours in an academic semester only after 18 hours of coursework have been completed. The academic policy of the university requires that when a student serves as a Graduate Assistant, he or she must enroll as a full-time student (9 hours). A student taking approved classes for their program plan may register for as many additional thesis hours as needed to maintain full time status. Discuss your plans for registration with the Director of Graduate Studies in Criminal Justice and the faculty member directing your thesis.

Students are encouraged to select a thesis topic in their first semester. It is acceptable to identify a chair by the end of the first semester of study.

The chair will work with the student to develop a committee and a plan for accomplishment of the project. The astute student will develop a tentative draft of his or her prospectus as the final paper in the methods course. He or she will also develop a theoretical basis for the project during a theory class. When possible, other papers will be designed to focus on specific aspects of the proposed project. The organization of the thesis follows the most current edition of the APA Manual by the American Psychological Association.

Students are encouraged to begin thinking about their topic early and discuss their ideas with faculty. The significant steps in writing a thesis include the oral defense of a student's prospectus which should occur in the semester before the degree is to be completed, data collection and writing the paper, and the oral defense of the student's product.

All thesis students must notify the Graduate Director of their thesis topic and committee membership prior to taking their hours. Thesis hours should not commence until 18 hours of coursework have been completed. A passing grade for thesis coursework indicates that sufficient written work has been completed toward one thesis.

4. The Thesis

A thesis is based on the collection and analysis of appropriate data to investigate an empirical question, describe a phenomenon of scholarly interest, test a hypothesis or theory, or examine a generalization or theoretical proposition. Methods should be appropriate to the nature of the scholarly inquiry, whether those methods are experimental, naturalistic, phenomenological, laboratory-based, field-based, or some other approach including a combination of methods.

Students select one criminal justice faculty member as the Chair of the Thesis Committee. The student and Thesis Committee Chair discuss the identification of two additional committee members, one from criminal justice and one from either another department on the UA campus or from an off-campus accredited university. The outside member must be recommended for a courtesy adjunct faculty status appointment by the department to the Dean of the College of Arts and Sciences to the Dean of the Graduate School. A copy of the person's academic resume should be requested by the department chair and submitted to the Dean of the College of Arts and Sciences.

Each semester the Graduate School publishes a schedule of deadlines for students who are writing a thesis. Students must consult the schedule and submit their thesis in accordance with the schedule. A completed copy of the thesis must be electronically submitted to the Department at least eight weeks before the date the candidate expects to receive the

degree. Theses must comply with the regulations set out in the Graduate School's “A Student Guide to Preparing Theses and Dissertations.”

While these deadlines are firm, the graduate school will continue to accept theses for review up to the end of the term. While you will not formally graduate until the following semester, a letter of completion will be issued by the Graduate School on completion of all degree requirements so that you can demonstrate degree completion to potential employers.

5. Thesis Outline

The production of an outstanding thesis is the highest level of demonstrated excellence for a master's candidate. In most cases, the thesis is empirical; however, a thesis may be theoretical. While the truly outstanding thesis will make a contribution to the literature or to practice, a well executed empirical project that does not substantiate the hypotheses advanced will still be considered to have demonstrated competence. The following is a suggested outline that can be modified by the candidate's committee to reflect the needs of the specific line of inquiry.

Outline for the Thesis Prospectus

See the Graduate School “A Student Guide to Preparing Theses and Dissertations” for front pages and format.

- Introduction—General statement of the problem and its importance
- Literature Review
 - General Overview
 - Background of the Problem
 - Recent Research Related to the Problem
 - Theoretical Perspectives
 - Discussion of Specific Research Questions
- Methodology
 - Variables
 - Hypotheses
 - Instrument
 - Setting
 - Population
 - Sample
 - Plan for Collection of Data
 - Plan for Analysis of Data

For the final thesis, expand the literature review and add:

- Findings
- Discussion
- Summary and Recommendations

Plan II: Non-Thesis Process Requirements

Practicum Requirements

Selecting a faculty supervisor

Each student who wishes to complete a practicum will ask a graduate faculty member with expertise in the student's area of interest to serve as their supervisor. The faculty supervisor will meet regularly with the student to receive progress reports on the student's practicum work. The faculty supervisor will assist the student with designing the project and selecting the agency or community partner. Once this selection has been made, the faculty member will assist with completing

a memorandum of agreement (MOA) signed by the graduate student, faculty supervisor, and agency or community partner, along with any relevant background checks required by the agency or community partner and UA liability waiver. Students are not guaranteed placement with an agency or community partner; this is dependent on what opportunities are available and whether the faculty supervisor and agency or community partner consider the student a good fit for placement. If a student cannot find a suitable placement that is approved by their faculty supervisor and meets all other requirements, they cannot proceed with the practicum.

Completing the practicum

Each student who wishes to complete a practicum will register for CJ 595 Practicum in the semester they will spend working at an agency or community partner. Each student will spend between 8 hours (for 3 credits) and 16 hours (for 6 credits) per week working directly with an agency or a community partner, over the course of an entire semester, with the division of those hours determined in consultation with agency or community partner and the faculty supervisor. **Students must finalize their practicum site at least one month before the semester begins in which they will undertake their practicum project.**

Writing the practicum paper

Each student who wishes to complete a practicum will write a technical report for the agency or community partner, with length and content determined in consultation with an agency or community partner and the faculty supervisor. This technical report will synthesize their coursework with their practicum experience and will include data analysis.

Presentation and evaluation of the practicum paper

Each student will present the results of their technical report to the CCJ faculty and invited agencies and community partners at a research showcase following the completion of the project. The technical report and presentation will be graded by Criminology and Criminal Justice's Graduate Committee. If the student's supervisor is a member of the Graduate Committee, another faculty member will be asked to substitute as a grader.

Policy and Practice Paper Requirements

Selecting a faculty supervisor

Each student who wishes to complete a policy and practice paper will ask a graduate faculty member with expertise in the student's area of interest to serve as their supervisor. The faculty supervisor will meet regularly with the student to receive regular progress reports on the student's work toward completing the policy and practice paper.

Beginning the policy and practice paper

Each student who wishes to complete a policy and practice paper will register for CJ 598 Policy and Practice in the semester they will spend working on the paper with their faculty supervisor. Each student will spend 8-10 hours per week working toward goals developed in consultation with a faculty supervisor.

Writing the policy and practice paper

Each student who wishes to complete a policy and practice paper will write a critical assessment of an existing or potential policy in a paper of at least 40 double-spaced pages in length, exclusive of notes and references. This paper must include an extensive overview of the literature pertaining to a specific criminological or criminal justice-related policy or practice. This paper is not required to include original data analysis.

Presentation and evaluation of the policy and practice paper

Each student will present the results of their policy and practice to the CCJ faculty and invited parties at a research showcase following the completion of the project. The paper will be graded by Criminology and Criminal Justice's Graduate Committee. If the student's supervisor is a member of the Graduate Committee, another faculty member will be asked to substitute as a grader.

Time Limits for Degree Completion Requirements

All requirements for the master's degree must be completed during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded. However, students generally can complete degree requirements in 18-24 months. Additional information is in the Degree Requirements section of this catalog.

Student Progress Requirement

1. Suspension

Any conditionally admitted graduate student who fails to maintain a GPA of "B" or better in his/her first 12 credit hours of graduate-level work will automatically be subject to Suspension (dismissal) from the program and the Graduate School. However, a student who satisfies the condition automatically gains the status of a regularly admitted graduate student. If the 12 hours are completed in a term in which the total credits exceed 12, the evaluation is made on the basis of all graduate-level work completed at the end of that term of enrollment.

Any student who receives two graduate course grades of "C" or lower will automatically be subject to Suspension (dismissal) from the program and the Graduate School.

Students who are suspended may not attend class or enroll in any form of distance learning courses.

2. Reinstatement

A person seeking reinstatement to the same degree program after being academically suspended from the Graduate School can initiate consideration for reinstatement by communicating with the academic department or program from which the person was dismissed. The graduate faculty of the academic unit will consider the request for reinstatement and, if the faculty request reinstatement, they will identify in a written request to the dean of the Graduate School the compelling reasons for reinstatement and the conditions required of the student if reinstatement is granted by the dean of the Graduate School.

3. Incompletes

A grade of "I" (Incomplete) is evaluated as an "F" and must be removed within two weeks during the next term of enrollment if the student's overall grade point average drops below a "B" as a result of the incomplete grade. Also, a student who fails to remove an incomplete grade by the end of the following semester in which it was received will not be allowed to register for additional courses toward the degree.

Academic Misconduct Information

Please see the Graduate School's website for Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Withdrawal from a Course

A student who desires to withdraw from a course may do so, with the approval of the Director of Graduate Studies in Criminal Justice, during the period allowed for dropping a class. It is the student's responsibility to consult the semester's schedule for the specific date by which one may drop a course. Contact the Director of Graduate Studies in Criminal Justice for additional information about withdrawing from a course.

Information on Graduate School policies regarding course withdrawal and leave of absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation. (p. 15)

Acquisition of Financial Support (Master's students)

The Department of Criminology and Criminal Justice offers a number of graduate assistantships to well-qualified M.S. students. Assistantships come with a financial stipend paid directly to the student as a salary, a significant proportion of tuition costs waived, and health insurance support. Assistantships will be awarded based on the discretion of the Graduate Program Committee, using the following criteria:

- The quality of the student's academic performance prior to admission.
- The quality of the student's academic performance after admission (if applicable for current or continuing students).
- The quality of the student's professional performance as a departmental employee (if applicable for current or continuing students).

Students will be automatically considered for funding based on their application to the M.S. program, and thus do not need to submit any additional materials. Questions about funding can be directed to the Department's Graduate Director.

Fellowship Nominations:

Eligible students who excel in the Ph.D. or M.S. program may be nominated by the Department for UA fellowships. Nominees are selected by departmental faculty vote based upon the prospective nominee's research productivity, academic performance, and contributions to the Department. Fellowship recipients are guaranteed benefits commensurate with, or greater than, those provided through assistantship support.

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in the Criminology and Criminal Justice Ph.D. or Master's program.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support.
- The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, The UA College of Arts and Sciences, and the Department of Criminology and Criminal Justice.
- Graduate assistants must adequately perform all professional duties assigned to them in a timely manner by their supervisor. Students with questions about the responsibilities assigned to them should contact the Department's Graduate Director for further information.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria will be subject to termination of financial support pending the Department of Criminology and Criminal Justice's administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Department Chair and Graduate Director will recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

- *Dereliction of duty.* Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the supervisor; or failure to satisfactorily complete all activities associated with the funded position as defined by the supervisor and the student's departmental memorandum of appointment.
- *Resolved finding of Academic Misconduct.* Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.
- *Poor academic performance.* Students receiving funding from the department are expected to maintain a grade point average of 'B' (3.0) or higher, and should not receive two grades of 'C' or any grades of 'D' or 'F' in their graduate coursework while in the program.
- *Insufficient progress* (Ph.D. only). Students are expected to make continued progress toward completion of the degree as outlined in the program's graduate catalog. Failure to meet minimum expectations will result in immediate termination of financial support at the discretion of the Graduate Director and Department Chair.

Criminology & Criminal Justice, PhD

The Ph.D. in Criminology and Criminal Justice gives students the opportunity to specialize in one of three areas: violent crime, courts and corrections, or global criminology. This program supports both current and new scholars and practitioners in the areas of criminology, intelligence, digital forensics, social science, and other justice related fields.

Admissions

Important Points to Consider Before You Apply

If your career plan involves conducting and disseminating research, you should apply directly to the Ph.D. program – not the MS Program.

- Review our description of research in the department and **faculty areas of expertise**.

- Start date for new students: All of our newly admitted students will start the program in the Fall semester, which begins mid-August.
- We do not invite students to begin mid-year.

Application Deadlines

- For the Master's program: November 15th to be considered for priority funding, February 1st to be considered for admission.
- For the PhD program: February 1st.

To Apply

You can start the application process at **The University of Alabama Graduate School's website**.

Application Components

- 1. Application Fee**
 - If you are concerned about not being able to afford this fee, please email the Graduate School at gradschool@ua.edu.
- 2. Statement of Purpose**
 - Clearly describe how a graduate degree in criminology and criminal justice relates to your career goals. Summarize your relevant education experiences including any research you conducted. If you were involved in research projects, please include details on your responsibilities on the project, the skills you learned and/or applied, and any outcomes from the project that you were involved with (e.g., research presentations or manuscripts). Your SOP should also include a statement regarding the area of graduate research you intend to pursue if admitted. If you are considering a range of possible research areas, please describe them. Your SOP should also demonstrate awareness of the research being conducted in our department by our faculty and how your research interests. If you are interested in working with one or more specific faculty in our department, please mention them by name in your SOP.
- 3. Your Resume or CV**
 - Example CVs can be found on the **Career Center's website**.
- 4. Undergraduate Transcripts** (you can upload them yourself)
 - Official transcripts will be requested only after admission.
- 5. Contact Information for the three people who have agreed to write letters of recommendation for you**
 - At least two of your references should be professors or instructors who have taught you in the past.
 - Letters should be uploaded electronically by the letter writers, not submitted by the applicant.
- 6. A Writing Sample** (paper from an academic course)
 - There is not a minimum or maximum length, but writing samples should be about 5-10 pages in length excluding references.
- 7. For applicants whose first language is not English, the UA Graduate School requires one of the following:**
 - TOEFL score of at least 550 on the paper-based test (PBT)
 - TOEFL score of at least 213 on the computer-based test (CBT)
 - TOEFL score of at least 79 on the internet-based test (iBT)
 - IELTS score of at least 6.5
 - Duolingo English test score of at least 105

Additional information for International Student applicants can be found on the UA Graduate School website: <https://graduate.ua.edu/applicants/international-students/>

Master of Science vs. Ph.D. Program

Students will apply to either the Master of Science program OR the Ph.D. program.

Master's En Route

The master's en route is a streamlined way for doctoral students to earn their master's degree. In contrast to the standard model of students earning a master's and then earning a doctoral degree, the master's en route works in one of the following two ways:

1. A student who does not have a master's degree yet (in the academic field where they will pursue a doctorate) is admitted directly to the doctoral program. Once they pass the written component of the doctoral comprehensive exam, they are granted the master's degree "on the way" or "en route." They then complete their doctoral requirements and earn the doctoral degree.
2. Students might be admitted to the master's program, but before the end of their second semester as full-time graduate students, they decide they would like to earn a doctorate or are outstanding enough that the department thinks they can progress directly to the doctoral program before earning a master's. The student then fills out an abbreviated application form to be moved to the doctoral program. The master's is granted "on the way" once they pass the written component of the doctoral comprehensive exam requirement.

Accelerated Master's Program (AMP) students wishing to apply to the Ph.D. program for the Master's en route option can apply at any point before the end of their second semester as full-time graduate students, but cannot begin the doctoral program until they complete their Bachelor's degree.

Students who have been admitted to the doctoral program and are earning their Master's en route do not need to complete the Master's-level comprehensive exam requirement.

Curricular Requirements

Students must complete a minimum of 60 credit hours (of which up to 21 hours can be transferred or counted from prior graduate study, contingent on department and UA graduate school approval). This includes:

- 42 hours of graduate coursework credits. This includes 27 hours of required courses and 15 hours of elective courses.
- At least 18 hours of dissertation credit.

It is anticipated that all students will complete the Proseminar in Criminology and Criminal Justice during their first year in the program if they enter with a Master's degree and during their first or second year in the program if they enter with a Bachelor's degree. This course will provide an overview of the field, provide opportunities to learn about faculty research projects, encourage the development of professional identities and provide students insights into potential career paths.

The UA Graduate School offers a 1 credit course "Preparing Future Faculty and Scholars." Students are strongly encouraged but not required to complete this course.

Code and Title Required	Hours
CJ 581 Applicable Statistics In CJ	3
CJ 584 Criminological Theory	3
CJ 586 Research In CJ Process	3
CJ 680 Proseminar in CCJ	3
CJ 681 Advanced Quantitative Analysis	3
CJ 684 Criminological Theory II	3
CJ 685 Advanced Qualitative Methods	3

CJ 686	Criminal Justice Policy	3
CJ 687 or CJ 688	Special Topics in Statistics Special Topics in Methods	3
Credit Hours Subtotal:		27
Electives		
Students must take 15 hours of elective course work.		15
CJ 505	Gender & Crime	
CJ 506	Terrorism	
CJ 520	Seminar Law Enforcement	
CJ 540	Sem Juvenile Delinquency	
CJ 570	Sem Correction Policy	
CJ 590	Special Topics	
Special Topic Subjects Include: Cybercrime, Forensic Science, Crime Mapping, Southern Crime and Justice, Global Criminology, Hate Crimes, White Collar Crime, Ecology of Crime, Organized Crime, and Life Course Criminology		
Credit Hours Subtotal:		15
Dissertation		
CJ 699	Dissertation Research	18
Total Hours		60

Courses specific to the PhD program are designated as 600 level; only doctoral students are eligible to take these courses unless a specific exception is granted by the Graduate Director of Criminology and Criminal Justice. Students are encouraged to incorporate their own research ideas into their coursework whenever possible. For example, students might develop the theory discussion of their dissertation in CJ 684 or develop a framework for collecting or analyzing qualitative data for a manuscript or their dissertation in CJ 685.

Transfer Credit

Upon admission, up to 21 hours can be transferred or counted from prior graduate study, contingent on department and UA Graduate School approval. In addition, students who are currently enrolled in the PhD program can count 6 credit hours of graduate coursework from other departments at The University of Alabama toward their degree, contingent on approval of those specific courses by the Graduate Director of Criminology and Criminal Justice.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study (p. 21).

Comprehensive Exams

PhD students should complete all their coursework before beginning work on their doctoral comprehensive exams and must complete doctoral comprehensive exams before enrolling in dissertation research credits.

The exam has three components:

First, students must prepare a sole-authored, publishable piece of research that (1) draws upon criminological theory, (2) employs a quantitative or qualitative method, and (3) analyzes a distinct topic. Potential formats for this manuscript can include a traditional journal article, scholarly book chapter, or technical report, but **the student must inform both their dissertation chair and the Graduate Director of Criminology and Criminal Justice in writing which format they have selected prior to submission.** Students are responsible for obtaining IRB approval for their projects, in advance, whenever applicable. Papers

must be approximately 40 pages in length (double-spaced, inclusive of abstract, tables, figures, appendices, and references) and formatted in APA style. **This manuscript must be submitted within nine months of students completing their coursework for them to remain eligible for funding.**

The candidate must give members of the grading committee a minimum of two weeks to read the comprehensive exam before the date of the final oral examination.

Second, following submission of their sole-authored paper, students must participate in an oral examination. **Opportunities for this oral examination will typically be held in the first week of November (Fall semester) and April (Spring semester).**

Third, after the oral examination, students will be given one opportunity to revise their sole-authored paper and submit it for grading. **The revision must be submitted within 30 calendar days of the oral examination.**

Following submission of their revised manuscript and its evaluation by their grading committee, students will receive two grades for their doctoral comprehensive exam: (1) pass/fail on their publishable piece of research, and (2) pass/fail on their oral examination. The grading committee will be composed of three CCJ faculty members. Ideally, the chair of each student's grading committee will be a faculty member who has agreed to serve as the student's dissertation chair. If a faculty member has not yet agreed to serve as the student's dissertation chair, a grading committee chair will be appointed by the department chair. The two remaining grading committee members will be determined based upon a rotating list of faculty members.

- If students pass both the written and oral portions of the doctoral comprehensive exam, they will have met the program-determined milestone for earning a Master's degree "en route" (for students to whom this is applicable) and may proceed to the dissertation stage.
- If students pass only the written portion of the doctoral comprehensive exam (and fail the oral portion), they will have met the program-determined milestone for earning a Master's degree "en route" (for students to whom this is applicable) but will no longer be eligible to complete their doctoral degree in the Department of Criminology and Criminal Justice at The University of Alabama.
- If students fail the written portion of the doctoral comprehensive exam, they will no longer be eligible to complete their doctoral degree in the Department of Criminology and Criminal Justice at The University of Alabama (regardless of their performance on the oral portion). These students may still be eligible to complete the Master's Comprehensive Exam requirement to earn a master's degree from the Department of Criminology and Criminal Justice, but should communicate with the Graduate Director to determine whether this is possible.

Admission to Candidacy Requirements

After a student has completed all coursework, passed their comprehensive exams, and passed an oral defense of the dissertation proposal, a recommendation to the Dean of the Graduate School for admission to candidacy for the degree will be made.

Students entering the program with a Masters degree are expected to advance to candidacy by December 15 of their third year. Students who have not previously completed a Masters degree are expected to advance to candidacy by May 15 of their third year.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

Dissertation Committee

The entire dissertation committee should be formed and approved early in the dissertation research process, before significant progress is made on the dissertation. The committee must be formally established via a process initiated by the student and requiring the consent of each committee member, followed by Graduate School review for compliance with the regulations outlined below. Students initiate this process via their Graduate Student Portal.

PhD committees must consist of at least five members. Any committee may have additional (voting or nonvoting) members if deemed appropriate. At least one of the committee members must be from outside the student's major department. These external members may be from another academic department at UA, from other universities, or from industry or the professional field. In all cases, these members external to the department/program must be appointed to UA's Graduate Faculty by the dean of the Graduate School, and must have significant professional qualifications that directly contribute to the depth and rigor of the dissertation.

All members of the dissertation committee must hold Graduate Faculty status at The University of Alabama. The chair of the committee must hold Full Graduate Faculty status in the department where the degree is housed; others may be Full, Associate, or Affiliate members of the Graduate Faculty. A majority of the Dissertation Committee members must be full-time regular University of Alabama faculty (that is, full-time, assistant professor, associate professor, or professor).

In rare cases, a student may be unable to form a committee within their program or secure a thesis or dissertation chair. In these circumstances, the student's progress to date will be reviewed by the program's designated committee for such reviews. If the program does not have such a standing committee, the department chair will appoint an ad hoc committee of graduate faculty to review the student's progress to date.

This ad hoc committee will not work in the capacity of an advisory committee but will identify a path forward for the student, which shall include written expectations for progress and responsiveness to mentorship. The expectations and timeline must be agreed upon by a majority of the committee members, and all of the expectations must be shared in writing with the student.

In the context of these written expectations, the student will then have the subsequent semester to secure the support of an advisor, form a committee, and meet the written expectations of the ad hoc committee. The ad hoc committee will reconvene at the end of that semester to evaluate the student's progress in meeting these three milestones. If the student does not meet the outlined expectations, the student will be dismissed from the program based on lack of progress.

The dissertation committee must be approved by the UA Graduate School Dean. Receipt of the approval from the Graduate School Dean should be submitted to the Director of Graduate Studies in Criminology and Criminal Justice. Any changes after the committee has been approved will require a change of committee form to be approved by either the department chair or the department's Graduate Director and the UA Graduate School Dean. It is strongly encouraged that students discuss potential changes with the department's Graduate Director before formally submitting the request.

Dissertation Proposal

Students must defend a dissertation proposal before they can defend their dissertation. The dissertation proposal aims to show the appropriateness, manageability, and significance of the projected research. The student formally presents the written proposal to the dissertation committee and defends it in a meeting with the committee. The proposal normally includes an introduction that provides an overview and states the significance of the proposed research, review of the literature, and methodology. Departments determine the details of the dissertation proposal's format with respect to specifics such as the length of the introduction and level of detail of the literature review. Once the student and dissertation chair have developed a proposal, and the graduate dean has approved the dissertation committee, the student schedules the dissertation proposal meeting that includes all committee members. **The student cannot propose a dissertation and have its final defense in the same semester.**

Dissertation

A dissertation showing the ability to conduct independent research and skill in organization, writing, and presentation must be prepared on a topic in the major field. It must constitute an original contribution to knowledge. The dissertation must be based upon research completed while the student is enrolled at The University of Alabama.

The subject of the dissertation must be approved by the student's dissertation committee and by the dean of the Graduate School. The final dissertation may take the form of a traditional, chapter-based document or a series of full-length publication-ready manuscripts which are part of a larger, cohesive body of work. The format (traditional vs. article-style) must be approved by the committee in accordance with the standards for the program and the discipline.

For article-style dissertations, the document must contain a minimum of three articles, in addition to introductory and concluding materials. A single abstract must accompany the document. In addition to an introduction presenting the unifying framework that supports the research, the document must include a concluding section that summarizes the importance of the work, integrates the major findings, and discusses the implications for the overall body of work.

Individual departments may have policies or guidelines related to whether sections of the dissertation may be included if they have been previously published elsewhere. Copyright issues also may arise if sections of the dissertation have been previously published. Therefore, students who are considering the submission of dissertation chapters/articles for publication prior to their dissertation defense should consult with their advisor, and also with potential publication outlets, before submitting any dissertation-related manuscript for publication.

All parts of the dissertation must conform to the provisions set forth on the Graduate School page, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email t (gradschool@ua.edu) the graduate school before beginning their work if they have questions concerning specific problems or deviations from traditional procedure.

The Dean of the Graduate School must approve the dissertation before the student can be cleared for graduation. See "Final Dissertation Submission and Approval" for details on the Graduate School website.

Time Limits for Degree Completion Requirements

The anticipated time to degree for students entering the Ph.D. program with a Bachelor's degree is 4-5 years. The anticipated time to degree for students entering the Ph.D. program with a Master's degree is 3-4 years. The Graduate Council allows for 9 years before credits must be reactivated regardless of whether students are considered full or part-time.

Graduate School information on Time Limits (p. 21).

Student Progress Requirement

Annual Evaluations

All students will be evaluated on an annual basis. These evaluations will be completed by the Graduate Director until the student has selected a major professor, after which time evaluations will be completed by the major professor. Evaluations will be conducted to assess whether students are meeting appropriate benchmarks in the program including completing required coursework, the completion of the required comprehensive examination (see Masters Comprehensive Examination and Doctoral Examination) and whether students are making appropriate progress toward the completion of their dissertation project. These evaluations will identify whether students are meeting each of these benchmarks. Students who are not meeting department benchmarks will be provided written guidance about why they have not met a particular benchmark and be provided suggestions about how they can meet these benchmarks moving forward. The results of annual evaluations will be provided to students and a copy will be saved in the main office. These evaluations will also provide guidance whether students are completing suggested benchmarks such as presenting their research at conferences and submitting single or co-authored manuscripts to peer-reviewed journals for publication consideration.

Additional Academic Requirements

Academic Suspension

Any student who receives two graduate course grades of "C" or lower, or one graduate course grade of "D" or "F," will automatically be subject to Academic Suspension (dismissal) from the program and the Graduate School. Students who are academically suspended may not attend class or enroll in any form of distance learning courses.

Departmental Colloquia

Throughout the year, department colloquia are held, including special presentations by scholars from outside The University; presentations of research by departmental faculty and other UA faculty; and presentations of research by graduate students. Attendance at departmental colloquia is mandatory.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievance Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Multiple funding opportunities are available to graduate students in The Department of Criminology and Criminal Justice. This includes funding for assistantships that include a monthly stipend, tuition waiver, and health insurance benefits, and funding for research and travel that support students' research productivity. Students are also eligible to be considered for fellowships and other funding opportunities offered by The University of Alabama's Graduate School.

Applicants for the Ph.D. program will be given priority for funding for assistantships and research/travel over applicants to the M.S. program. Assistantship offers to PhD program applicants with Master's degrees will guarantee funding for four years. Assistantship offers to PhD program applicants with Bachelor's degrees will be guarantee funding for five years. Funding for research and travel requests will be determined on an annual basis depending on department resources. **Guaranteed funding is contingent on meeting basic contract, department, and university expectations.** This includes the expectation that students will maintain expected progress towards the degree and complete the doctoral comprehensive exam requirement. In the case that summer funding becomes available, Ph.D. students will be given priority.

Department of English

- Majors
 - Creative Writing, MFA (p. 329)
 - English, MA (p. 331)
 - Teaching English to Speakers of Other Languages (TESOL), MA (p. 334)
 - English, PhD (p. 336)

Time Limit for All Degrees

All requirements for the MA, MA in Applied Linguistics/ESL, and MFA degrees must be completed within six years. The PhD degree must be completed within seven years from the time of admission to the doctoral program. Students enrolling in the BA to PhD program have eight years in which to complete their degrees.

Chair

- David Deutsch

Director of Graduate Studies

- Lauren Cardon

Director of the MFA Program in Creative Writing

- John Estes

Director of the Hudson Strode Program in Renaissance Studies

- Michelle Dowd

CRES Program Coordinator

- Amber Buck

TESOL Program Coordinator

- Dorothy Worden

Graduate Credit for 500-Level Courses

Graduate students enrolled in 500-level courses that are also offered at the 400 level are expected to perform extra work of an appropriate nature. Graduate credit will not be granted at the 400 level.

English Courses

EN512 Computers And Writing

Hours 3

Seminar focused on the use of technology to help students improve their writing and to help teachers improve their writing instruction. CRES core course.

EN523 History English Language

Hours 3

An introduction to the external history of the English language along with the study of the accompanying internal changes in structure. A desirable prerequisite for this course is EN 320 or EN 321.

[View All Courses](#)

Creative Writing, MFA

The program leading to the Master of Fine Arts (MFA) degree in creative writing is a studio/academic course of study. Imaginative writers enroll in writing workshops, forms courses, and literature classes, gaining exposure to a broad range of writing models and experimenting with a variety of strategies and forms. Guided development of each writer's talents culminates in a complete, carefully conceived final project (the thesis), typically a book-length manuscript. The program can be completed in three intensive years; a fourth year of study, in which work on the final project is the central activity, may be elected. All admitted MFA students receive support in the form of graduate teaching assistantships or fellowships. Support is available for up to four years, subject to satisfactory performance.

Admissions

Applications are only accepted for the fall semester. While new applications to the Creative Writing MFA program will continue to be read until admissions decisions have been made, the application deadline for best consideration for all funding opportunities is December 1.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must follow these guidelines:

- Applicants must select "Prose" or "Poetry" in the Specialty Area field of the online application and upload a writing sample as appropriate.
- A writing sample consists of 20-30 pages of Prose (fiction, creative nonfiction, or a combination of the two), or 10-20 pages of Poetry.
- For second language speakers of English applying to the MFA program, one of the following minimum language test scores is required. Note that this departmental requirement is more stringent than the Graduate School's requirement.
 - o TOEFL IBT = 100
 - o IELTS = 7
 - o Pearson Test of English (PTE) = 68
 - o DuoLingo English Test (DET) = 120

The GRE general test is accepted but not required.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Candidates for the MFA degree are required to spend a minimum of two semesters in residence and to complete 48 hours of graduate-level credit, divided as follows. At least half of all coursework must be at the 600 level.

Code and Title		Hours
Workshops and Forms Courses ¹		24
EN 601	Fiction Workshop	
EN 603	Poetry Workshop	
EN 605	Workshop Special Topics	
EN 608	Forms Special Topics ²	
Writers at Work: Form Theory Practice		3
EN 609	Form Theory Practice ³	
Literature, Criticism, Rhetoric, or Linguistics Courses		9
Select 9 hours of literature, criticism, or linguistics courses in the Department of English at the 500 or 600 level from the following list:		
EN 500	Special Topics	
EN 512	Computers And Writing	
EN 523	History English Language	
EN 524	Modern English Grammar	
EN 525	Dialectology	
EN 529	Directed Studies	
EN 532	Approach Teach Composition	
EN 535	Literary Criticism	
EN 537	Intro to Grad Studies	
EN 610	Meth Teaching English Sec Lang	
EN 612	Topics In Applied Linguistics	
EN 613	Second Language Development	
EN 617	Teach Esl Acad Language Skills	
EN 620	Descriptive Linguistics	
EN 630	Directed Studies	
EN 635	Literary Criticism	
EN 637	Workshop In Academic Writing	
EN 638	Sem Rhetoric & Composition	
EN 640	Spec Topics Sem American Lit	
EN 641	Sem American Lit Before 1850	
EN 643	Sem 20th Century American Lit	
EN 647	Seminar Southern Literature	
EN 648	Seminar African-American Lit	
EN 651	Politics of Teaching Writing	
EN 652	Composition Theory	
EN 653	Research Methodology	
EN 654	Sem Visual & Digital Rhetoric	
EN 658	History of Rhet/Comp II	
EN 662	Middle English Lit Ex Chaucer	
EN 663	Sem Renaissance Lit I	
EN 664	Sem Renaissance Lit II	
EN 667	Shakespeare Performance	
EN 668	Sem Renaissance Lit III	

EN 669	The Strode Seminar	
EN 674	Sem 18th Century Literature	
EN 683	Seminar Romantic Literature	
EN 685	Seminar Victorian Literature	
EN 690	Modern British Literature	
EN 693	Seminar in Postcolonial Lit	
Electives		6
Select two three-hour elective courses at the 500 or 600 level in English, a foreign language or literature, the Program in Book Arts, Gender and Race Studies, American Studies, or any other department in the university.		
Thesis Preparation		6
EN 599	Thesis Research	
Total Hours		48

Footnotes

- ¹ MFA candidates must earn a total of 24 credit hours in this area. These three-hour courses may be repeated for credit. All MFA candidates are welcome to take any of these courses.
- ² These three-hour courses examine traditional and contemporary practice. Students read primary works, and respond with their own creative writing. Sample topics include: Comedy, The Long Poem, Characterization Across Genre, Reiteration, Collaboration, The Prose Poem and the Short Short Story, The Uses of History, Apocalypse Literature, Autobiography, The Graphic Novel, Creative Writing for Kids, The First Person, Modern Poetics, Forms of Poetry, Documentary Poetics, Three Dimensional Poetry, Magical Realism and the Marvelous Real, Screenwriting, Embodied Writing, 21st Century Short Fiction, Speculative Fiction, The Novel, Writing Habit Writing Process, Page to Stage: Acting for Fiction Writers, Contemporary Essay.
- ³ These one-hour courses examine specialized topics of interest to creative writers. MFA curriculum shall require students to complete 3 one-hour sections of EN 609 Form Theory Practice *OR INSTEAD* complete a third three-hour elective course. Sample topics include: Pedagogy for 200-level creative writing courses, Pedagogy for 300-level creative writing courses, Profession of Authorship, Giving a Reading, Forest Bathing, The Sentence, Travel Writing, Business of Writing, Academic Job Market, Non-academic Job Market, Writing with the Internet.

Transfer Credit

Graduate School information on Transfer Credit (p. 21).

Final Project

A thesis, typically a book-length manuscript, is prepared in consultation with a thesis advisor who is a member of the graduate creative writing faculty. The candidate for the MFA defends the thesis before a committee of three graduate faculty members (including the thesis advisor).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Financial Support

Students admitted to the MFA graduate program are typically guaranteed up to four years of full financial support, pending the fulfillment of Assistantship responsibilities. Unlike many other graduate programs, all of UA English’s admitted students qualify for Graduate Assistantships, which include a stipend paid over nine months, and full payment of up to 15 credit hours of graduate tuition.

For information regarding current Graduate School policy on Graduate Assistant health coverage, please consult the Graduate School directly. The Graduate School will provide single-coverage health insurance for each qualified assistantship, based on the FTE (Full-Time Equivalency, or number of assigned work hours) of the appointment.

Graduate Assistantships

First-year Graduate Assistants with fewer than 18 hours of prior graduate coursework in English will be assigned to work in the Writing Center, serve under the supervision of a faculty member as small section discussion leaders for 200-level literature lecture courses, or be assigned other duties as appropriate.

In the second year and beyond, Graduate Assistants usually teach a 1-2 or 2-1 course load of first-year writing. In this first year of teaching, GAs receive ongoing training and support from the department’s composition specialists. Later, GAs are eligible to request other appropriate teaching opportunities, such as literature surveys, advanced composition courses, and creative writing courses.

Continuation of Graduate Assistantships depends on the successful completion of assigned responsibilities, such as teaching or tutoring and following departmental guidelines as outlined by program directors.

Fellowships and Awards

New and returning graduate students are also eligible for awards other than Assistantships, including

- Graduate Council Fellowships
- Dean’s Graduate Recruiting and Opportunity Awards
- McNair Graduate Fellowships
- National Alumni Association Fellowships

- Southern Regional Education Board (SREB) Doctoral Scholarships
- Alumni Heritage Scholarships

There are no separate application processes for these awards; all eligible students receive consideration. More information is here. Other awards, fellowships, special positions, and grants include

- Excellence in Teaching Awards – Open to all MA, MFA, and PhD students who have taught at least 2 semesters
- Excellence in Research Awards – Open to all graduate students
- Outstanding Service Awards – Open to all graduate students
- Prison Arts Fellowships – Open to MFA students
- Black Warrior Review editorial positions – Open to MFA students

Research and Travel Funding

The department has use of certain endowments to help with graduate student research and conference travel expenses. The Graduate School and the College of Arts & Sciences also offer significant assistance with research and travel costs. The Student Government Association and the department's own English Graduate Organization (EGO) are additional sources of research and travel funding, along with the Capstone International Center, which allocates funding for international research and travel.

Additional Information

More information about MFA Program funding is here.

English, MA

English MA Overview

The department offers a Master of Arts in English, including an MA in English with a focused area of study in Renaissance Studies (Hudson Strode Program), an MA in English with a general literature focus, and an MA in English with a focused area of study in Composition, Rhetoric, and English Studies (CRES).

Department faculty mentor students at all stages of their graduate experience, from coursework to teaching, from examinations to the writing of master's theses.

Graduate students in our Department not only have the opportunity to learn in an engaging environment but also to teach with steady training and mentorship. In their first year, most literature students teach in collaboration with a professor, leading discussion sections attached to large lecture literature classes, while most CRES students serve as tutors in the Writing Center. In their second year, students gain valuable classroom experience in composition classes.

Our program's scholarly and pedagogical preparation, as well as our detailed attention to professional placement, has enabled students to develop careers as teachers, scholars, publishers, and editors.

Admissions

While new applications to our graduate programs will continue to be read until admissions decisions have been made, the application deadline for best consideration for all funding opportunities is December 1.

Application to all graduate programs offered by the English Department is made through the University of Alabama Graduate School online application. Please note that the policies, procedures, and requirements listed below in some cases supersede or are more specific than the Graduate School's policies. Please follow the steps below to ensure a complete application:

1. In the online application form all applicants must enter one of the following for the "Specialty Area" field: "Literature," "Renaissance," "Prose," "Poetry," "Prose & Poetry,"
2. Upload the following supporting documents/information:
 - Statement of Purpose (the first line should mention the desired Specialty Area in the English Department). The Statement of Purpose describes your main research interests. Effective statements avoid generalizations and developmental narratives. Instead, they identify where you are with your work now and where you want to go. It can help to address the relationship between your writing sample and your research interests; and to connect your work to the faculty in the department. 500-750 words is usually right; just don't go over 1000.
 - Writing Sample:
 - This should consist of 10-20 pages of critical writing for the MA. The writing sample is usually a single essay written for an upper-level English course or an excerpt from a senior or honor's thesis. A strong essay positions your argument in relation to other scholars in the field.
 - For the **Strode Program**, the writing sample should be on some aspect of English Renaissance literature.
 - Names and institutional email addresses of three (3) referees who will submit letters of recommendation online via a link that will be sent to recommenders directly by the Graduate School. Please note that neither the Graduate School nor the Department of English can accept letters via Parchment.
 - Unofficial transcripts from each institution of higher education at which you have completed 15 or more credit hours. Accepted applicants will be required to furnish official transcripts prior to enrolling.
 - For second language speakers of English applying to the MA program, one of the following minimum language test scores is required. Note that this departmental requirement is more stringent than the Graduate School's requirement.
 - TOEFL IBT = 100
 - IELTS = 7
 - Pearson Test of English (PTE) = 68
 - DuoLingo English Test (DET) = 120

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

With the exception of students admitted into the master's program to pursue a Focused Area of Study in Renaissance Studies; Composition, Rhetoric, and English Studies; or Applied Linguistics /TESOL (requirements for those programs follow), all candidates for the master's degree are required to take a total of 30 graduate semester credits (or a total of 32 credits if the student completes the teaching practicum EN 533) including the following:

Code and Title		Hours
Bibliography and Research		
EN 537	Intro to Grad Studies ¹	3
Critical Theory		
Select one of the following (or petition the DGS to fulfill this requirement with an alternative theory course):		3
EN 535	Literary Criticism	
EN 635	Literary Criticism	

Composition Pedagogy		
EN 533	Practicum Tchg College English	2
Electives		
All master's students must take at least three courses at the 600 level. The sample courses listed below does not represent an exhaustive list.		18
EN 637	Workshop In Academic Writing	
EN 639	Topics Rhetoric Composition	
EN 640	Spec Topics Sem American Lit	
EN 647	Seminar Southern Literature	
EN 648	Seminar African-American Lit	
EN 652	Composition Theory	
EN 663	Sem Renaissance Lit I	
EN 664	Sem Renaissance Lit II	
EN 668	Sem Renaissance Lit III	
EN 674	Sem 18th Century Literature	
EN 685	Seminar Victorian Literature	
EN 690	Modern British Literature	
Plans		
Select one of the following plans:		6
Plan I		
Thesis hours		
Plan II		
6 credits of electives		
Total Hours		32

Footnotes

¹ which is normally offered every fall and which students are encouraged to take in their first semester, for maximum benefit

Students not writing the thesis (Plan II) will take 6 credits of electives to acquire the 30 graduate semester credits for completion. Students writing a thesis (Plan I) will take 6 thesis hours. EN 533 Practicum Tchg College English and FWP orientation are conditions of employment for all graduate students who are teachers of record for EN 1xx courses. All courses are repeatable for credit if/when the topic or the instructor changes.

Additional information is in the Degree Requirements section of this catalog for all programs in the Department of English.

Plan II (non-thesis plan) students must complete at least 30 graduate semester hours of coursework in English. At least three of these courses must be at the 600 level. See the course requirements for all master's students cited above. During the fourth semester of the program, students must pass a written comprehensive examination as their "capstone experience." See details above.

Degree requirements for the MA in English with a Focused Area of Study in Renaissance Studies

Students admitted as candidates for the master of arts in English with a focused area of study in Renaissance studies are required to take the following:

Code and Title		Hours
Bibliography and research		
EN 537	Intro to Grad Studies	3
Critical theory		
Select three hours (or petition the Strode director to fulfill this requirement with an alternative theory course):		3
EN 535	Literary Criticism	
EN 635	Literary Criticism	
Medieval literature		
Select three hours		3
EN 662	Middle English Lit Ex Chaucer	
Renaissance literature		
Select six hours		6
EN 663	Sem Renaissance Lit I	
EN 664	Sem Renaissance Lit II	
EN 668	Sem Renaissance Lit III	
Shakespeare in Performance Practicum (a course offered every other spring, in years when there is not a Strode seminar)		
EN 667	Shakespeare Performance	3
Strode Seminar		
EN 669	The Strode Seminar	3
Interdisciplinary coursework		
Select three hours (subject to the approval of the Strode Director)		3
Composition pedagogy		
EN 533	Practicum Tchg College English	2
Select Plan I (6 thesis hours) or Plan II (6 hours of electives)		6
Total Hours		32

Each student pursuing this focused area of study must also take 3 courses at the 600 level. A student writing a thesis (Plan I) will take 6 thesis hours (EN 599) and in consultation with the director of the Strode Program, drop 3 hours of coursework from his or her Renaissance focused area of study. EN 533 and FWP orientation are conditions of employment for all graduate students who are teachers of record for EN 1xx courses.

Degree requirements for the MA in English with a Focused Area of Study in Composition, Rhetoric, and English Studies (CRES)

The CRES MA Area of Focus requires 30 graduate hours of coursework consisting of 12 hours in CRES core courses, 15 hours in approved general electives, and 3 hours in linguistics. For graduate teaching assistants, 2 additional hours in EN 533 are required.

A student writing a thesis (Plan I) will take 6 thesis hours (EN 599) and in consultation with the CRES coordinator, drop 6 hours from the focused area of study. A student not writing a thesis (Plan II) will satisfy the graduation requirement by completing an oral defense of a capstone paper.

Code and Title		Hours
Select twelve hours from CRES core		12
Bibliography and research		
EN 537	Intro to Grad Studies	
EN 653	Research Methodology	

Teaching

EN 652	Composition Theory	

History and Theory of composition-rhetoric

EN 532	Approach Teach Composition	

EN 638	Sem Rhetoric & Composition	

EN 651	Politics of Teaching Writing	

EN 658	History of Rhet/Comp II	

Digital humanities

EN 512	Computers And Writing	

EN 654	Sem Visual & Digital Rhetoric	

Linguistics

EN 620	Descriptive Linguistics (or other linguistics)	3

General electives

Select 15 hours		15

Teaching Practicum

EN 533	Practicum Tchg College English	2

Total Hours		32

EN 533 and FWP orientation are conditions of employment for all graduate students who are teachers of record for EN 1xx courses. A student writing a thesis (Plan I) will take 6 thesis hours (EN 599) and in consultation with the field advisor, drop 6 hours from her or his focused area of study. A student not writing a thesis (Plan II) will satisfy the graduation requirement by completing an oral defense of a capstone paper.

Foreign language requirement. A reading knowledge of one foreign language is required. The foreign language requirement may be satisfied by one of the following:

- the certification through the appropriate department of a "B" average or the equivalent of two years of undergraduate-level study in a single foreign language, completed within five years of admission to the master's program; or
- proof of advanced proficiency in the form of an undergraduate major in a foreign language OR the certification of at least a "B" in two advanced literature courses (300-level or higher) taught in the foreign language, completed within five years of admission to the master's program, or
- passing the foreign language reading examination prepared by the Department of Modern Languages and Classics.

Students who are not native speakers of English may use their native language to fulfill this requirement. Students may petition their program director and/or the Graduate Studies Director for exceptions to these guidelines.

Transfer Credit

Graduate School Information on Transfer Credit (p. 15).

Accelerated Master's Program

Graduate School information on the Accelerated Master's Program (p. 7).

Comprehensive Exams

Master's comprehensive written exam. The master's comprehensive written exam is designed to be a "capstone experience" for students admitted as candidates for the master of arts in English, including those students pursuing a focused area of study in Renaissance studies but

excluding CRES students. During the third semester of the program (fall semester of the second year), each student must propose four questions based on his or her coursework, along with a list of courses taken and papers written for them, to the MA Exam Committee. The committee, composed of the Graduate Faculty, will require the student to complete any necessary revisions to the questions by early January. The exam will be scheduled immediately after spring break in the student's final semester of the program. The student will choose two of the four questions and devote one and a half hours to each question. Exams will be expected to display a fluent and grammatically correct prose, organizational cogency making for clarity of presentation, an ability to analyze texts impressively, and a certain conceptual sophistication in framing arguments. The exams will be graded as Distinction, Pass, or Fail. A student will be allowed to retake the exam before the end of the semester in the event of a failure.

Practicum Requirements

Students with teaching assistantships must take the summer orientation before their first semester of service in addition to the practicum courses EN 533 Practicum Tchg College English during the year in which they begin teaching. All courses are repeatable for credit if/when the topic or the instructor changes.

Plan I - Thesis Process Requirements

Plan I (thesis plan) students must complete at least 24 graduate semester hours of coursework in English in addition to writing the thesis, which must be a historical, critical, or otherwise analytical treatise. Thesis-plan students must take 6 semester hours of thesis research (EN 599 Thesis Research) in addition to their 24 hours of coursework for a total of at least 30 hours. At least three of these courses must be at the 600 level. For additional information regarding the master's thesis in English, visit the departmental website and contact the director of graduate studies in the English department.

Plan II - Non-Thesis Process Requirements

Plan II (non-thesis plan) students must complete at least 30 graduate semester hours of coursework in English. At least three of these courses must be at the 600 level. See the course requirements for all master's students cited above. During the fourth semester of the program, students must pass a written comprehensive examination as their "capstone experience." See details above.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Financial Support

Students admitted to the MA graduate program are typically guaranteed up to two years of full financial support, pending the fulfillment of Assistantship responsibilities. Unlike many other graduate programs, all of UA English's admitted students qualify for Graduate Assistantships, which include a stipend paid over nine months, and full payment of up to 15 credit hours of graduate tuition.

For information regarding current Graduate School policy on Graduate Assistant health coverage, please consult the Graduate School directly. The Graduate School will provide single-coverage health insurance for each qualified assistantship, based on the FTE (Full-Time Equivalency, or number of assigned work hours) of the appointment.

Graduate Assistantships

First-year Graduate Assistants with fewer than 18 hours of prior graduate coursework in English will be assigned to work in the Writing Center, serve under the supervision of a faculty member as small section discussion leaders for 200-level literature lecture courses, or be assigned other duties as appropriate.

In the second year and beyond, Graduate Assistants usually teach a 1-2 or 2-1 course load of first-year writing. In this first year of teaching, GAs receive ongoing training and support from the department's composition specialists. Later, GAs are eligible to request other appropriate teaching opportunities, such as literature surveys, advanced composition courses, and creative writing courses.

Continuation of Graduate Assistantships depends on the successful completion of assigned responsibilities, such as teaching or tutoring and following departmental guidelines as outlined by program directors.

Fellowships and Awards

New and returning graduate students are also eligible for awards other than Assistantships, including

- Graduate Council Fellowships
- Dean's Graduate Recruiting and Opportunity Awards
- McNair Graduate Fellowships
- National Alumni Association Fellowships
- Southern Regional Education Board (SREB) Doctoral Scholarships
- Alumni Heritage Scholarships

There are no separate application processes for these awards; all eligible students receive consideration. More information is here. Other awards, fellowships, special positions, and grants include

- Excellence in Teaching Awards – Open to all MA, MFA, and PhD students who have taught at least 2 semesters
- Excellence in Research Awards – Open to all graduate students
- Outstanding Service Awards – Open to all graduate students

- Buford Boone Fellowships – Open to all MA and PhD students
- Harrison Fellowships – Open to all MA and PhD students

Research and Travel Funding

The department has use of the Henry E. Jacobs Fund and the Miriam Locke Scholarship to help with graduate student research and conference travel expenses. The Graduate School and the College of Arts & Sciences also offer significant assistance with research and travel costs. The Student Government Association and the department's own English Graduate Organization (EGO) are additional sources of research and travel funding, along with the Capstone International Center, which allocates funding for international research and travel.

Additional Information

More information about Strode Program funding is here.

Teaching English to Speakers of Other Languages (TESOL), MA

The MA TESOL program at the University of Alabama prepares graduates to pursue a range of academic and professional careers. In recent years, our graduates have continued to doctoral programs in Applied Linguistics, Education, Linguistics, and Rhetoric and Composition. They have taught in schools, language institutes, and universities in the US and around the world. Through our comprehensive curriculum and varied tutoring and teaching experiences, we help students acquire the specialized knowledge, cultural understanding, and teaching skills necessary for a successful career.

Admissions

A candidate for admission to the MA TESOL degree program must satisfy the minimum conditions for regular admission to the Graduate School (including a GPA of 3.0 overall). Each applicant must also submit a sample of his or her academic writing.

Speakers of English as an additional language applying to the MA TESOL program, are required to submit TOEFL, IELTS, Duolingo, or PTE scores unless they meet at least one of the following criteria: 1) at the time of initial enrollment, they will hold a degree from a U.S. institution or an institution in one of the English speaking countries or regions listed on the graduate school webpage; 2) at the time of initial enrollment, they will have been enrolled in coursework for at least two years at a U.S. institution or an institution in one of the English speaking countries or regions; 3) they are a citizen or legal resident of one of the English speaking countries or regions. For other applicants, one of the following minimum language test scores is required. Note that this departmental requirement is more stringent than the Graduate School's requirement.

- o TOEFL IBT = 100
- o IELTS = 7
- o Pearson Test of English (PTE) = 68
- o Duolingo English Test (DET) = 120

While new applications to our graduate programs will continue to be read until admissions decisions have been made, the application deadline for best consideration for all funding opportunities is December 1.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The program offers two paths to the master's degree:

- Plan I (Thesis): Students may write a thesis under the guidance of the MA TESOL faculty. #Students writing a thesis will take 6 hours of thesis research (EN 599) during the second year of the program.
- Plan II (Non-Thesis): Students who choose the non-thesis option will be required to pass a #comprehensive examination#towards the end of their coursework. The examination is normally given once a year, in late February. The examination will cover all the major areas of study, including second language development, linguistics, and language teaching methodology.

Plan I - Thesis Course Requirements

Code and Title	Hours
EN 524 Modern English Grammar	3
EN 610 Meth Teaching English Sec Lang	3
EN 612 Topics In Applied Linguistics	3
EN 613 Second Language Development	3
EN 617 Teach Esl Acad Language Skills	3
EN 620 Descriptive Linguistics	3
Thesis Course	
EN 599 Thesis Research	6
Elective Courses	
6	
Typical electives include topics such as Language Assessment, Language Policy, Classroom Discourse Analysis, and Technologies for Second/Foreign Language Teaching and Learning. All electives must be approved by the program coordinator. Directed studies are also an option.	
Options include but are not limited to:	
ANT 501 Linguistic Anthropology	3
ANT 510 Ethnography of Communication	3
BEF 534 Multicultural Education	3
BEF 585 Language Politics & Education	3
BEP 500 Adv Educational Psych	3
BEP 505 Motivation and Self-Regulation	3
BEP 541 Learning and Cognition	3
BEP 550 Life Span Development	3
BEP 641 Learning and Cognition	3
BER 500 Intro Educatn Research	3
BER 540 Statistical Methods In Educ	3
BER 550 Eval Classroom Learning	3
BER 555 Measure & Eval: Social & Behav	3
BER 558 Psychometric Theory	3
BER 631 Inqry As Interp: Qual I	3
BER 634 Narrative Inquiry	3
BER 640 Adv Statistical Methods in Ed	3
CIE 567 Improv Foreign Lang Instruct	3
CIE 575 Teaching Emergent Multilingual	3
CIE 578 Second Lang Test Assess Evaln	3
CIE 605 Tch Prac Across World	3
CIE 606 New Literacies	3
EN 500 Special Topics	3
EN 512 Computers And Writing	3
EN 523 History English Language	3
EN 525 Dialectology	3
EN 614 Tech for L2 Teaching/Learning	3

RL 514	Qual Methds/Applied Ling Res	3
RL 518	Historical Linguistics	3
RL 524	Bilingualism Research Methods	3
RL 586	Pragmatics	3
RL 587	Bilingualism	3
RL 523	Quantitative Methods in Ling	3

Plan II - Non-Thesis Course Requirements

Code and Title	Hours
EN 524 Modern English Grammar	3
EN 610 Meth Teaching English Sec Lang	3
EN 612 Topics In Applied Linguistics	3
EN 613 Second Language Development	3
EN 617 Teach Esl Acad Language Skills	3
EN 620 Descriptive Linguistics	3
Elective Courses	
12	
Typical electives include topics such as Language Assessment, Language Policy, Classroom Discourse Analysis, and Technologies for Second/Foreign Language Teaching and Learning. All electives must be approved by the program coordinator. Directed studies are also an option.	
Options include but are not limited to:	
ANT 501 Linguistic Anthropology	3
ANT 510 Ethnography of Communication	3
CIE 606 New Literacies	3
BEF 534 Multicultural Education	3
BEF 585 Language Politics & Education	3
BEP 500 Adv Educational Psych	3
BEP 505 Motivation and Self-Regulation	3
BEP 541 Learning and Cognition	3
BEP 550 Life Span Development	3
BEP 641 Learning and Cognition	3
BER 500 Intro Educatn Research	3
BER 540 Statistical Methods In Educ	3
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BER 555 Measure & Eval: Social & Behav	3
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CIE 578 Second Lang Test Assess Evaln	3
CIE 605 Tch Prac Across World	3
CIE 609 Discourse & Pedagogy	3
CIE 575 Teaching Emergent Multilingual	3
EN 500 Special Topics	3
EN 512 Computers And Writing	3
EN 523 History English Language	3
EN 525 Dialectology	3
RL 514 Qual Methds/Applied Ling Res	3
RL 518 Historical Linguistics	3
RL 523 Quantitative Methods in Ling	3
RL 524 Bilingualism Research Methods	3

RL 586	Pragmatics	3
RL 587	Bilingualism	3

EN 533 and FWP orientation are conditions of employment for all graduate students who are teachers of record for EN 1xx courses.

Language Requirements

To earn the degree, native speakers of English must demonstrate proficiency in a second language. The language requirement may be satisfied by one of the following:

1. the certification through the appropriate department of a "B" average or the equivalent of two years of undergraduate-level study in a single foreign language, completed within five years of admission to the master's program; or
2. proof of advanced proficiency in the form of an undergraduate major in a foreign language OR the certification of at least a "B" in two advanced literature courses (300-level or higher) taught in the foreign language, completed within five years of admission to the master's program, or
3. passing the foreign language reading examination prepared by the Department of Modern Languages and Classics.

Students who are speakers of English as an additional language may use their native language to fulfill this requirement. Students may petition their program director and/or the Graduate Studies Director for exceptions to these guidelines.

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Time Limits for Degree Completion

Graduate School information on Time Limits (p. 15).

Academic Misconduct

Graduate School information on Academic Misconduct. (p. 7)

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Graduate School information on Withdrawal and Leave of Absence (p. 244).

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Research and Travel Funding

The department has use of the Henry E. Jacobs Fund and the Miriam Locke Scholarship to help with graduate student research and conference travel expenses. The Graduate School and the College of Arts & Sciences also offer significant assistance with research and travel costs. The Student Government Association and the department's own English Graduate Organization (EGO) are additional sources of research and travel funding, along with the Capstone International Center, which allocates funding for international research and travel.

English, Ph.D.

The Department offers PhDs in English, including a specialized area of focus in Literature, Renaissance Studies, and Composition and Rhetoric (CRES).

Department faculty mentor students at all stages of their graduate experience, from coursework to teaching, from examinations to the writing of doctoral dissertations.

Graduate students in our Department not only have the opportunity to learn in an engaging environment but also to teach with steady training and mentorship. In their first year, most literature students teach in collaboration with a professor, leading discussion sections attached to large lecture literature classes, while most CRES students serve as instructors of record for first year composition courses. In their second year, students gain valuable classroom experience in composition classes. For PhD students, future years can include teaching literature surveys and courses they design themselves.

Our program’s scholarly and pedagogical preparation, as well as our detailed attention to professional placement, has enabled students to develop careers as teachers, scholars, publishers, and editors.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- For the English PhD program, successful applicants normally have a GPA of 3.5 or better in master’s or equivalent graduate work.
- Statement of Purpose (the first line should mention the desired Specialty Area in the English Department). Tip: the Statement of Purpose describes your main research interests. Effective statements avoid generalizations and developmental narratives. Instead, they identify where you are with your work now and where you want to go. It can help to address the relationship between your writing sample and your research interests; and to connect your work to the faculty in the department. 500-750 words is usually right; just don’t go over 1000.
- Writing Sample: For the English PhD Program, this should consist of 20 pages of critical writing. The writing sample is usually a single essay written for an upper-level English course or an excerpt from a senior or master’s thesis. A strong essay positions your argument in relation to other scholars in the field. For the **Strode Program**, the writing sample should be on some aspect of English Renaissance literature.
- Names and institutional email addresses of three (3) referees who will submit letters of recommendation online via a link that will be sent to recommenders directly by the Graduate School. Please note that neither the Graduate School nor the Department of English can accept letters via Parchment.
- For second language speakers of English applying to the English PhD program, one of the following minimum language test scores is required. Note that this departmental requirement is more stringent than the Graduate School’s requirement.
 - TOEFL IBT = 100
 - IELTS = 7
 - Pearson Test of English (PTE) = 68
 - DuoLingo English Test (DET) = 120

While new applications to our graduate programs will continue to be read until admissions decisions have been made, the application deadline for best consideration for all funding opportunities is December 1.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The PhD program requires 42 hours of coursework beyond the bachelor’s degree, including:

- 18 hours of approved graduate-level coursework transferred in from a master’s program (only credits earned in the last six years will be considered)
- 24 hours of coursework beyond the master’s degree

Doctoral candidates will also complete 24 hours of dissertation research and two hours of teaching practicum (EN 533). To be formally admitted to candidacy for the degree, students must pass EN 637 Workshop In Academic Writing, which is normally taken in the final year of coursework.

Doctoral candidates normally have a master’s degree to be considered for admission.

For specific course descriptions by semester, visit English Graduate Courses here.

Literature Curriculum		Hours
Core English requirements		3
EN 637	Workshop In Academic Writing	
Lit Electives		
Select from the following or petition program directors for substitutions:		39
EN 500	Special Topics	
EN 535	Literary Criticism	
EN 537	Intro to Grad Studies	
EN 640	Spec Topics Sem American Lit	
EN 641	Sem American Lit Before 1850	
EN 643	Sem 20th Century American Lit	
EN 647	Seminar Southern Literature	
EN 648	Seminar African-American Lit	
EN 662	Middle English Lit Ex Chaucer	
EN 663	Sem Renaissance Lit I	
EN 664	Sem Renaissance Lit II	
EN 667	Shakespeare Performance	
EN 668	Sem Renaissance Lit III	
EN 669	The Strode Seminar	
EN 674	Sem 18th Century Literature	
EN 683	Seminar Romantic Literature	
EN 685	Seminar Victorian Literature	
EN 690	Modern British Literature	
EN 693	Seminar in Postcolonial Lit	
EN 635	Literary Criticism	
Total Hours		42

CRES (Composition, Rhetoric, and English Studies) Area of Focus Requirements

The CRES PhD Area of Focus requires 42 hours of coursework, 24 dissertation hours, 2 hours of teaching practicum (for teaching assistants), and successful completion of the written and oral components of the CRES exam. Students who have prior graduate degrees or coursework may transfer up to 18 hours.

CRES Curricular Requirements

A. The CRES curriculum

The CRES PhD Area of Focus requires 42 hours of coursework, 24 dissertation hours, and successful completion of the written and oral components of the CRES exam. The coursework will consist of 6 hours in core English courses, 15 hours in CRES core courses, 3 hours in linguistics, 12 hours in CRES electives, and 6 hours in approved general electives. Students who have prior graduate degrees or coursework may transfer up to 18 hours. For graduate teaching assistants, 2 additional hours in EN 533 are required.

CRES Curriculum		Hours
Core English requirements		
Select EN 637 and one of the following (or petition the field advisor to fill this requirement with an alternative theory course):		6
EN 535	Literary Criticism	
EN 635	Literary Criticism	
EN 637	Workshop In Academic Writing (required)	
Core CRES requirements		
Select from the following:		15
EN 512	Computers And Writing	
EN 532	Approach Teach Composition	
EN 638	Sem Rhetoric & Composition	
EN 651	Politics of Teaching Writing	
EN 652	Composition Theory	
EN 653	Research Methodology	
EN 654	Sem Visual & Digital Rhetoric	
EN 658	History of Rhet/Comp II	
CRES electives		12
Approved general electives		6
Linguistics		
EN 620	Descriptive Linguistics (or other)	3
Total Hours		42

EN 533 Practicum Tchg College English and FWP orientation are conditions of employment for all graduate students who are teachers of record for EN 1xx courses.

B. The CRES preliminary examination

CRES students must pass both the written and oral components of the preliminary examination. The written preliminary examination will be four hours in duration and will require candidates to respond to two of four topics.

If the candidate passes the written preliminary examination, the CRES faculty will conduct an oral examination in which the candidate will be responsible for material from all four topics—the two not covered on the written examinations as well as the two that were. Students who fail the written preliminary examination may take it a second time. Students who fail the examination a second time will not be allowed to continue doctoral work.

C. CRES dissertation and prospectus defense

CRES students who have passed the preliminary examination will form a dissertation committee consisting of four English Department graduate faculty members (including the director) and one external graduate faculty member. The candidate's dissertation prospectus must be approved by the dissertation committee in an oral defense. (For more

information, see the description for the dissertation and prospectus under the general PhD requirements).

Transfer Credit

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study (p. 21).

Comprehensive Exams

After finishing coursework, the student must apply to the Graduate School for admission to doctoral candidacy. To meet this requirement, each student must pass a written preliminary examination and engage with his or her dissertation committee in a one-hour conference concerning the dissertation prospectus. The written preliminary examination will be given at a date agreed upon by the student and his or her examination committee in consultation with the director of graduate studies. The oral conference concerning the dissertation prospectus can be scheduled after the student passes the written examination, when the student and dissertation director agree that the prospectus is ready (date to be arranged by the student in consultation with the graduate studies director and the dissertation committee). The examination and conference will be governed by the following guidelines:

PhD Preliminary Exam (see specific procedures for rhetoric and composition):
The purpose of the written preliminary exam is to demonstrate competence in the student's area of specialization. The exam will be of four hours in duration in the field or genre of the dissertation. The examination committee will consist of three faculty members from the English department chosen by the student for their expertise in the field. Under the direction of her or his preliminary examination committee chair, who will likely also serve as dissertation director, and subject to the approval of the full exam committee, 1) the examinee will be responsible for constructing and demonstrating mastery of a reading list of approximately 100 primary and 30 secondary texts in the appropriate subfield; and 2) the examinee will write approximately twelve questions, from which the committee will choose a subset (usually no less than two and no more than four) to be revealed to and answered by the examinee during the four-hour examination period. Exams will be closed book and closed note. However, students may have a copy of their reading list during the exam. Once the exam is completed, the student's committee will read all responses, discuss them, and then, on the basis of consensus when possible and the basis of a majority that must include the chair if consensus is unreachable, assign the examinee a final grade of Distinction, Pass, or Fail. Students who fail the written preliminary examination may take it a second time. Students who fail the examination a second time will not be allowed to continue doctoral work.

Dissertation Prospectus Conference

This is a one-hour discussion of the dissertation prospectus between the student and his or her dissertation committee. The conference will focus on the soundness of the prospectus and the student's readiness to undertake the research and writing of the dissertation. The purpose of the conference is to help the student begin the writing of the dissertation, to identify areas of potential difficulty, and to prepare the student for the project that lies ahead.

- Select a faculty member with whom you are comfortable working and who is a specialist in the area of your dissertation. Ask that person if s/he is willing to direct your dissertation.

- In consultation with your dissertation director, and when you know the focus of your dissertation, select four other committee members (one of whom must be from another department of college) to serve as readers of your dissertation and as your examiners.
- Ask those other four professors if they are willing to serve on your dissertation committee. Discuss with these professors who wants to see what when. There are no hard and fast rules for such negotiations. With some members of your committee, you may want to work closely; they may wish to see multiple drafts of individual chapters throughout the writing of the dissertation; others may only wish to see a completed version before your defense. Make sure that you've reached a mutually agreeable working relationship with your committee.
- Work with your director to prepare a draft of your prospectus-about 10-20 pages plus a working bibliography-that you both agree is ready to go to your entire committee.
- Submit the prospectus to your committee, who may ask for revisions or suggest additional readings.
- Once the prospectus has been approved for the conference by your dissertation committee, poll the members of the committee concerning available times and dates for the dissertation prospectus conference.
- Provide the Director of Graduate Studies with a copy of the prospectus and ask the Graduate Studies Coordinator to schedule a room for the conference. Please give her a week's notice.

For more information, see the Graduate School's A Student Guide to Preparing Electronic Theses and Dissertations.

Practicum Requirements

All candidates for the PhD degree are required to have college or university teaching experience in English composition or literature before they graduate. Teaching assistants must complete the summer orientation before their first semester of service and enroll in EN 533 Practicum Tchg College English during their first year of teaching service.

Admission to Candidacy Requirements

Graduate School information on Admission to Candidacy. (p. 21)

After finishing coursework, the student must be formally admitted to candidacy for the degree. To meet this requirement, each student must pass a written preliminary examination, and engage with his or her dissertation committee in a one-hour conference concerning the dissertation prospectus.

Once the prospectus conference is completed, the student may proceed to the dissertation.

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

Once the written preliminary examination has been passed and the dissertation prospectus conference completed, the student and his or her dissertation committee must complete an application to candidacy and submit it to the Graduate School. The graduate studies director will notify the Graduate School that the written preliminary examination has been passed and the dissertation prospectus conference completed.

Once the prospectus conference is completed, then the student may proceed to the dissertation. The dissertation defense consists of

an approximately two hour, publicly advertised oral defense of the dissertation before four English department graduate faculty members (including the director) and an external graduate faculty member. Normally, the members of this committee are those faculty members who formed the dissertation prospectus conference committee. They will be appointed by the director of graduate studies in consultation with the student, who will have a clear understanding with the faculty members involved of whether they will be able to read the dissertation and conduct the final oral examination during summer months or during sabbatical leave if necessary. Faculty members have the prerogative to serve on a committee when they are not teaching; it is the student's responsibility to schedule investigation, writing, and examination in time periods acceptable to members of the committee. All five members of the dissertation committee must have time to read and analyze the dissertation before the oral examination on the dissertation. Final approval of the dissertation must be received at least six weeks before graduation.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Additional Academic Requirements

Language Requirement

PhD students must demonstrate reading proficiency in a foreign language in one of two ways:

- certification through the appropriate department of a "B" average or the equivalent of two years of undergraduate- or graduate-level study in a single foreign language, completed within five years of admission to the master's program.
- passing the foreign language reading examination prepared by the Department of Modern Languages and Classics. Students who are not native speakers of English may use their native language to fulfill this requirement.

Teaching

Generally, year one, incoming PhD students teach discussion sections attached to literature surveys taught by a professor. Year two, PhD students teach composition sections and enroll in "EN 533 Practicum Tchg College English " In advanced years, opportunities arise to teach other courses, including literature surveys.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievance Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

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Information on Graduate School Deadlines.

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Information on the Application for Graduation.

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- Excellence in Teaching Awards – Open to all MA, MFA, and PhD students who have taught at least 2 semesters
- Excellence in Research Awards – Open to all graduate students
- Outstanding Service Awards – Open to all graduate students
- Buford Boone Fellowships – Open to all MA and PhD students
- Harrison Fellowships – Open to all MA and PhD students

Research and Travel Funding

The department has use of the Henry E. Jacobs Fund and the Miriam Locke Scholarship to help with graduate student research and conference travel expenses. The Graduate School and the College of Arts & Sciences also offer significant assistance with research and travel costs. The Student Government Association and the department's own English Graduate Organization (EGO) are additional sources of research and travel funding, along with the Capstone International Center, which allocates funding for international research and travel.

Additional Information

More information about Strode Program funding is here.

Department of Gender and Race Studies

- Programs
 - Women's Studies, MA (p. 341)
- Certificates
 - Women's Studies (p. 341)

Chair

- Dr. Utz McKnight

Graduate Director

- Dr. Garrett Gilmore

Professors

- Dr. Utz McKnight
- Dr. Ariane Prohaska

Associate professors

- KT Ewing
- Dr. Jennifer Purvis
- Dr. Sara-Maria Sorentino

Assistant professors

- Dr. Megan Gallagher
- Dr. Briana Royster
- Dr. Erin Stoneking
- Dr. Brooke Thomas

AAST502 Special Topics

SP

Hours 3

An examination of selected African American topics.

Special Topics Course

WS503 Teaching Gender & Race

Hours 3

This course explores pedagogical theories and practices advanced by feminist and cultural studies scholars and teachers. Students read pedagogical works, attend sections of WS 200 and AAST 201, develop teaching modules and pedagogical philosophies, perform teaching demonstrations, and construct syllabi for courses. Meetings with other discussion leaders and supervisors are required in addition to written work.

WS509 Memory, Identity and Politics: History, Gender, and Race Hours 3

Course Description: This interdisciplinary graduate seminar explores the ways in which memory and the past construct political identities and the interplay of race, class, gender, and ethnicity in its social construction through readings, discussion, and student research. Reading selections include core theoretical texts on memory studies and specific case studies on topics, including not but exclusive to the American Civil War memory, U.S. South, slavery, and Reconstruction. Issues and questions are: how memories are constructed, translated into identities and political action; bases of shared memories and contested memories; political memorialization and the effects of collective amnesia; and how "communities of memory" are developed, sustained, and dissolved.

[View All Courses](#)

Women's Studies Certificate

In addition to the Master of Arts degree, the Department of Gender and Race Studies offers a Graduate Certificate to students outside the department who seek to develop interdisciplinary expertise in the study of women and gender. The certificate answers a need for many graduate students whose departments require them to minor in a secondary specialty. This certificate program is aimed at enhancing any master's or doctoral program through the mapping of an individual plan of study and research. The certificate provides students with core knowledge of the field of Women's Studies, and it allows students to research and develop an additional expertise in an individualized program of study.

Increasingly, scholarship on women and gender has come to occupy a significant place in the disciplines and professional associations. Students who develop an expertise in this desirable area of specialization become more attractive candidates in the professional job market.

The certificate is tangible evidence of proficiency in an area of Women's Studies — such as feminist theory; gender, race, and class; or film and feminism — and in the interdisciplinary method of Women's Studies. Upon completion of the certificate program, which is described below, Gender and Race Studies will provide students with a letter and certificate. These will provide tangible evidence of a background in Women's Studies, feminist theory, and interdisciplinary research methods.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include a letter of intent and a proposed plan of study to the Chair in the Department of Gender and Race Studies. The letter of intent and plan of study will be reviewed by a core faculty member and approved by the Chair. If the proposed Plan of Study requires revision, the prospective student will consult with the Chair to receive feedback, then resubmit the revised document for approval.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Requirements for students receiving a graduate certificate in women's studies:

- Students must be currently accepted and enrolled in a graduate program other than Women's Studies at the University of Alabama.
- A total of 15 hours of graduate coursework, of which 9 must be Women's Studies core courses

Requirements		Hours
Core Courses		
WS 530	Feminist Theory-Contemp	3
WS 535	Black Feminism	3
WS 550	Intro to Women's Studies	3
Six hours of approved electives:		6
WS 510	Special Topics	
Total Hours		15

Students who complete the WS graduate certificate and subsequently decide to pursue the M.A. in Women's Studies will be permitted to use 9 credit hours (6 core hours, 3 electives) earned for the certificate toward the M.A. requirements.

Transfer Credit

[Graduate School information on Transfer Credit \(p. 15\).](#)

Time Limits for Degree Completion Requirements

[Graduate School information on Time Limits \(p. 15\).](#)

Academic Misconduct Information

[Graduate School information on Academic Misconduct \(p. 7\).](#)

Withdrawals and Leave of Absence Information

[Graduate School information on Withdrawals and Leave of Absence \(p. 244\).](#)

Academic Grievances Information

[Graduate School information on Academic Grievances \(p. 255\).](#)

Grades and Academic Standing

[Graduate School information on Grades and Academic Standing \(p. 28\).](#)

Women's Studies, MA

Graduates of the MA program 1) have the skills to continue graduate work toward a PhD in a humanities, social science, or natural science discipline, 2) the training in the research methods and ideas in the discipline will also enable graduates of the MA program to enhance their work in other careers, such as law, business, health care, social work, education and counseling, and in the public sector, and 3) the MA program in Women's Studies provides the research training to improve the effectiveness of those working within not for profit organizations.

Graduate course work in the MA program in Women's Studies is also available to students whose degree programs permit them to select courses in other programs and divisions. Admission and programs of study are subject to the guidelines presented by the appropriate department or program.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A CV/resume
- 3 letters of recommendation.

It is preferred that each applicant to the MA program have an undergraduate major or minor in Women's Studies, or the equivalent, and a major in a humanities or social science discipline. Students with deficiencies in undergraduate preparation may be required to take additional credit hours. Applicants who wish to be considered for research or teaching assistantships or fellowships should file their applications by February 15.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Students complete a minimum of at least 30 hours in courses numbered 500 or above. Two plans are offered for the master's degree:

All MA students will successfully complete a 12-hour core program consisting of:

Code and Title	Hours
WS 503 Teaching Gender & Race	3
WS 530 Feminist Theory-Contemp	3
WS 535 Black Feminism	3
WS 550 Intro to Women's Studies	3
Total Hours	12

Students have the option of writing a thesis (Plan I) or passing a comprehensive exam described below (Plan II). A grade of "B" or better must be earned in all courses.

Code and Title	Hours
Core Course Requirement	
WS 503 Teaching Gender & Race	3
WS 525 Feminist Theory Maj Text	3
WS 535 Black Feminism	3
WS 550 Intro to Women's Studies	3
Additional Requirements	
WS 599 Thesis Research	6
WS Electives 500-585	12
Electives (departmentally approved - 6 hours can be substituted for thesis hours in Plan 2)	
Total Hours	30

Transfer Credit

Graduate School information about Transfer Credit (p. 15).

Comprehensive Exam

The Comprehensive Examination is taken in the last semester of courses that the students takes in the MA program. The student is given a list of questions the night before the start of the examination, and has three days to answer three of them. One is due each day. The exam is graded by the faculty, and passing two of three questions is required to pass the examination. If the student fails the exam, they can take the exam when it is offered again. A successful pass on the Comprehensive Examination is required to receive the MA degree in Women's Studies, if the student has not selected the Thesis Option.

Plan I Requirements

Candidates for the master's degree under Plan I must earn a minimum of 24 semester hours of credit in coursework plus earn a minimum of 6 additional hours of WS 599 Thesis Research hours, for a total of 30 hours. A thesis evidencing research capacity, independent thought, and the

ability to interpret materials is required of all master's degree candidates who pursue Plan I.

Plan II Requirements

Candidates for the master's degree under Plan II must earn a minimum of 30 semester hours of coursework credit and pass the comprehensive examination. The grades assigned to exam answers are high pass, pass, or fail.

Plan II requires a minimum of 24 semester hours in the major subject. With the approval of the major department, the remainder of the coursework may be completed in either the major or a related field.

Candidates working under Plan II may be required to participate successfully in seminar or problem courses that will give them an acquaintance with the methods of research and an appreciation of the place and function of original research.

Time Limits for Degree Completion Requirements

All requirements for the master's degree must be completed during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded. Full-time attendance required.

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

- 1. Assistantship funding covers tuition and a monthly stipend. It does not cover the summer months. The stipend is usually enough for the student to pay rent and live modestly, but often students find they need additional financial resources. The assistantship requires a student to work for the department as a research assistant or teacher (after the student has 18 credits of course work) for twenty hours a week. This is in addition to classes that students take in the program. The MA in Women's Studies is a demanding and intense program of study, and student should anticipate having to spend considerable time doing coursework and research.
- 2. The number of assistantships the Department of Gender and Race has available for new students depends on the graduation of those currently holding an assistantship. Students in the program notify

the Graduate School sometime in the early spring if they are going to graduate in May, and once they do the Department is also notified. This means that funding decisions for all incoming students usually can not occur until the first week in March at the earliest, but usually all funding is determined for the coming fall semester by April 1st. Students accepted to the program will be notified separately from their acceptance letter about funding.

Department of Geography and the Environment

- Majors
 - Geography, MS (p. 344)
 - Geography, PhD (p. 348)
- Graduate Certificates
 - Geographic Information Systems (p. 343)

Chair

- Matthew Therrell

Graduate Director

- Hongxing Liu

Professors

- Seth Appiah-Opoku
- Kevin Curtin
- Luoheng Han
- Justin Hart
- Hongxing Liu
- Jason Senkbeil
- Douglas J. Sherman
- Michael Steinberg
- Matthew Therrell
- Joe Weber

Associate Professors

- Sagy Cohen
- Lisa Davis
- Nicholas Magliocca

Assistant Professors

- Emily Elliott
- Matthew LaFavor
- Jared Margulies
- Wanyun Shao

Professors emeriti

- Hobson Bryan
- David Shankman
- Bobby Wilson

Instructors

- Md Rafiq Islam
- Mary Pitts
- Nitasha Sharma

GY500 Research Traditions Meth In Gy

Hours 3

An investigation of the historical development of geography, including its changing philosophies and prominent contributors. Students are also introduced to various approaches for conducting research in geography and must develop a written research proposal in an area of their interest.

GY504 Physical Geo of SE US

Hours 3

A study of the physical landscapes in the southeastern United States. Emphasis is on the geological setting, geomorphic features, climate, soils, and vegetation, and the interrelationships of these conditions that shape the landscape in this region.

[View All Courses](#)

Geographic Information Systems Certificate

The objectives of the graduate certificate in Geographic Information Science (GIS) offered through the Department of Geography and the Environment are to provide students with a concentrated geography background focusing on geographic information techniques, to prepare students with technical skills in using GIS, and to qualify students for a wide range of GIS applications. It is possible for students to earn a graduate certificate in GIS while enrolled in another graduate program at the university. The Department of Geography and the Environment is a member of the University Consortium for GIS (UCGIS), and the UN Global Geospatial Information Management Academic Network of Americas.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. A BS/BA degree in geography, environmental science, natural resources, land-use management, regional and environmental planning, civil engineering, business applications or other related fields dealing with geographical information
2. Curriculum Vitae (CV)/Resume
3. One letter of recommendation, which discusses and evaluates the student's aptitude and potential for the certificate program
4. A brief statement of purpose that outlines why the student wishes to earn a graduate certificate in GIS.

For professionals whose current GPA is below 3.0, they can be admitted with "Permission to continue" if they hold a bachelor's degree and have two or more years of relevant work experience in a field that deals with geographic information, such as geography, natural resources, and land-use management, environmental analysis, regional and environmental planning, civil engineering, or business applications. Applicants also have the option of enrolling as non-degree seeking graduate students first. When the GPA criterion is met, they can apply to be formally admitted to the certificate program. Applicants admitted as non-degree seeking students cannot take classes outside of the GIS Certificate Program.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Objectives of the GIS Certificate Program include: to provide participants with a concentrated geography background focusing on geographic information techniques, to prepare participants with technical skills in using GIS, and to qualify participants to apply GIS in various professional

areas. The GIS certificate program requires a total of 20 credit hours, including 12 credit hours of required courses and 8 credit hours for elective courses.

Code and Title	Hours
Required Courses	12
GY 570 Special Topics (Computer Mapping and Graphics)	
GY 520 Remote Sensing I	
GY 530 Intro Geographic Info Systems	
Elective Courses	8
GY 539 GIS Programming	
GY 576 Gis Practicum	
GY 535 Remote Sensing II	
GY 536 Adv Geographic Info Syst	
GY 537 GIS for Transportation	
GY 543 Location Science	
GY 516 Geostatistics Using R	
GY 588 Digital Terrain and Watershed	
Total Hours	20

Transfer Credit

No credit hours from another institution may be transferred to the GIS certificate program.

Time Limits for Degree Completion Requirement

Typically, students are expected to complete all requirements for the GIS certificate program within 1.5-2 years. It is also normal for some students to take just one course a semester and earn the certificate over a longer period.

Academic Misconduct Information

Academic misconduct, including cheating, plagiarism, and fabrication of information, will be handled by following the Academic Misconduct Disciplinary Policy.

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Scholastic Requirements

Students must earn and maintain an overall graduate grade point average (GPA) of 3.0 or better for certificate courses undertaken at The University of Alabama.

Geography, MS

The MS in geography offers four areas of study, including Earth system science, environment and natural resources, environment and society, and geographic information science.

In addition, the department offers a GIS certificate program that enables students to acquire technical and analytical skills.

The graduate program in geography prepares students to pursue further academic study and to work in a broad range of positions with federal, state, and local governments; environmental consulting firms; private conservation and resource management agencies; and educational institutions.

Admission

Admission into the Geography MS program typically requires an undergraduate degree in geography, environmental science, or a related discipline. The Department of Geography and the Environment at The University of Alabama offers the MS program in Geography with four areas of focus: 1) Earth system science; 2) Environment and natural resources; 3) Environment and society; and 4) Geographic information science.

The first step in the application process is to identify a member of the faculty who shares your research interests and is willing to serve as your potential Advisor.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A clear statement of purpose. In the statement of purpose section (up to 2 pages), applicants should explain clearly and cogently: i) why you wish to earn the MS and what are your academic and career goals, ii) why our department is a good fit for you, iii) which faculty member has agreed to serve as your Advisor, iv) what experiences and background you have that will help you succeed in graduate studies. Note that no students will be admitted, without a potential Advisor from our faculty.
- A resume or curriculum vitae.
- Three letters of recommendation, which discuss and evaluate the student's writing skills, analytical abilities, and potential to excel at graduate studies and research.
- Academic/professional writing samples. These may include published research papers, conference papers, research or applied project reports, and term papers.
- GRE scores are not required by our graduate program. Submission of GRE scores is optional.

The decision for admissions will be made on the basis of a holistic review of an applicant's academic record, recommendation letters, professional experience, statement of purpose, writing and analytical skills, and the overall potential for academic success.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The primary purpose of Master's degree program is to gain the skills, knowledge and expertise in their fields of study and to develop their research capability in a specific academic subject at an advanced level. The Master's program is designed to assist students either to continue their graduate studies at the PhD level or to meet the goals of their professions. Two plans/options are offered for the Master's degree.

The thesis option requires a total of 30 credit hours, including 7 credit hours of required courses (GY 500, GY 523, GY 601 Geography Colloquium) and 6 credit hours of thesis research. A minimum of 12 credit hours must be taken from courses in one of the four areas of focus. The remaining credit hours may consist of courses from any of the other

areas of focus and/or the related courses offered in other departments with Advisor approval.

Students on the non-thesis option track are not generally eligible for department funding. This option requires a total of 36 credit hours, including 7 credit hours of program required courses (GY 500, GY 523, GY 601 Geography Colloquium) and 3 credit hours for non-thesis research projects (GY 598 Non-Thesis Research). A minimum of 18 credit hours must be taken from courses in one of the areas of focus. The remaining credit hours may consist of courses from any of the other three areas of focus, or related courses in other disciplines with the advisor and graduate program director's approval.

If a thesis-track student wishes to change to the non-thesis track, this change must be approved by the student's advisor and the Graduate Program Director. Any student who makes this change may be ineligible for department funding.

MS in Geography, Thesis Option

This option requires a total of 30 credit hours including 7 hours of program requirements and 6 hours of thesis research. A minimum of 12 credit hours must be taken from courses in one of the areas of focus including earth system science; environment and natural resources; environment and society; or geographical information techniques. The remaining 6 credit hours may consist of courses from any of the other three areas of focus and/or maybe selected from related courses offered in other disciplines with departmental approval (up to 6 of the 9 credit hours). A thesis committee should be established by the end of the first semester of residence and a thesis proposal must be defended by the end of the second semester of residence.

Code and Title	Hours
Required Courses	
GY 500 Research Traditions Meth In Gy	3
GY 523 Quantitative Methods	3
GY 601 Geography Colloquium	1
Area of Focus ¹	12
Electives	5
Electives can be taken in Geography or outside of the department. Consult faculty adviser.	
Electives can include:	
GY 532 Spec Research In Geog	
GY 570 Special Topics	
GY 590 Internship	
Thesis Course	
GY 599 Thesis Research	6
Total Hours	30

MS in Geography, Non-thesis Option

This option requires a total of 36 credit hours, including 7 credit hours of program required courses (GY 500, GY 523, GY 601 Geography Colloquium) and 3 credit hours of non-thesis research projects (GY 598 Non-Thesis Research). A minimum of 18 credit hours must be taken from courses in one of the areas of focus. The remaining credit hours may consist of courses from any of the other three areas of focus, or related courses in other disciplines with the advisor and graduate program director's approval.

Code and Title	Hours
Required Courses	
GY 500 Research Traditions Meth In Gy	3

GY 523	Quantitative Methods	3
GY 598	Non-Thesis Research	3
GY 601	Geography Colloquium	1
Area of Focus ¹		18
Geography Elective		8
Can include but not limited to:		
GY 532	Spec Research In Geog	
GY 570	Special Topics	
GY 590	Internship	
Total Hours		36

Footnote 1 Hours

Areas of Focus:

Earth System Science		
GY 504	Physical Geo of SE US	
GY 505	Dir Research Physical Geograph	
GY 509	Forest Ecosystem Restoration	
GY 512	Hydroclimatology	
GY 513	Applied Climatology	
GY 514	Climate Change and Health	
GY 516	Geostatistics Using R	
GY 517	Extreme Weather and Society	
GY 551	Global Environmental Change	
GY 572	Soil Science	
GY 585	River Hydrology	
GY 586	Watershed Science and Managmnt	
GY 589	Forest Eco Veg Analysis	
GY 591	Fluvial Geomorphology	
GY 602	Seminar in Climatology	
GY 610	Seminar in Forest Science	
GY 663	Seminar in Geomorphology	

Environment and Natural Resources		
GY 504	Physical Geo of SE US	
GY 505	Dir Research Physical Geograph	
GY 509	Forest Ecosystem Restoration	
GY 510	Geography of National Parks	
GY 516	Geostatistics Using R	
GY 541	Land Use Regulations	
GY 545	Agriculture	
GY 551	Global Environmental Change	
GY 552	Environ Decision Making	
GY 553	Environment & Society	
GY 562	Land Use Science	
GY 572	Soil Science	
GY 573	Public Policy Water	
GY 577	Water Resources Management	
GY 585	River Hydrology	
GY 589	Forest Eco Veg Analysis	
GY 591	Fluvial Geomorphology	
GY 596	Forest Ecosystems	
GY 610	Seminar in Forest Science	
GY 663	Seminar in Geomorphology	

Environment and Society

GY 506	Dir Research Human Geography
GY 510	Geography of National Parks
GY 516	Geostatistics Using R
GY 517	Extreme Weather and Society
GY 541	Land Use Regulations
GY 545	Agriculture
GY 552	Environ Decision Making
GY 553	Environment & Society
GY 562	Land Use Science
GY 566	Transport Geography
GY 573	Public Policy Water
GY 577	Water Resources Management
GY 579	Planning Internship
GY 581	Water Diplomacy
GY 615	Seminar Human-Environment
Geographic Information Science	
GY 520	Remote Sensing I
GY 529	Fundamentals of GIS
GY 530	Intro Geographic Info Systems
GY 532	Spec Research In Geog
GY 534	GIS Internship
GY 535	Remote Sensing II
GY 536	Adv Geographic Info Syst
GY 537	GIS for Transportation
GY 539	GIS Programming
GY 543	Location Science
GY 574	Cartography Practicum
GY 576	Gis Practicum
GY 588	Digital Terrain and Watershed
GY 630	Seminar in GIS

Transfer Credit

Up to 12 credit hours or 25 percent of the required coursework may be transferred from another institution. Only courses in which a student earned a "B" grade or better may be transferred. For the detailed credit transfer information, please refer to Graduate School transfer policies:

Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program

Graduate School information on the Accelerated Master's Program (p. 7).

Comprehensive Exam/Capstone

For students completing the non-thesis option, a Qualifying Examination is required. The Qualifying Examination is an oral exam designed to assess the student's breadth and analytical ability in the discipline of geography. The examination will not be given before the student has successfully completed a minimum of 18 credit hours (of which 15 credit hours must be taken in the Master's Geography Program). Failing the examination twice results in dismissal from the degree program and the Graduate School.

The comprehensive examination for students in thesis option is replaced by the thesis and final oral defense.

Plan I – Thesis Process Requirements

1) Thesis committee

The student must consult with the academic advisor to form the thesis committee. All members of the thesis committee must hold Graduate Faculty status at The University of Alabama. Normally, a student's thesis committee comprises his/her advisor as chair and two additional faculty members, and one of them must come from outside the department. Generally, the thesis committee's role is to offer subject matter suggestions and to assist in advising the student. The thesis committee should be established by the end of the second semester in residence.

2) Thesis Proposal

The thesis research proposal (typically 10–15 pages) should include a well-referenced introduction to the research topic, well-defined problem statement, relevant literature, hypotheses if applicable, brief description of methods to be used, and timeline. The student should submit the research proposal to the thesis committee for review two weeks prior to the thesis proposal defense date. By the end of the second semester, the student must publicly defend the thesis proposal. The student must publicly present the thesis proposal and then defend it in a meeting with the thesis committee. A successful pass is indicated by the majority vote of the thesis committee to approve. A student who fails to pass the thesis proposal defense is permitted one additional attempt. The student who fails on the second attempt will be expelled from the program. The second proposal defense should be attempted before the end of the second semester in the program.

3) Thesis Style and requirement

Upon acceptance of the research proposal by the thesis committee, the student should work closely with the academic advisor to complete the thesis in a timely manner. The thesis is a coherent scholarly work, usually having 40-80 pages. However, the appropriate length will be determined by the student in consultation with the advisor and thesis committee. The traditional thesis typically includes chapters of Introduction (research problem), Review of Literature, Research Methods, Research Results, Discussion, and Conclusions.

The University does not permit an "article-style" thesis to be presented for a master's degree. But, a "journal-format thesis" is acceptable. Such a thesis follows the format of a particular journal in which the student and advisor want the thesis to be published. To prepare a journal-format thesis, the student uses the journal's "information for authors" or similarly titled guidelines in conjunction with the Graduate School's Student Guide to Preparing Electronic Theses and Dissertations.

4) Thesis defense

When the thesis has been completed, the student must publicly defend the thesis. A draft of the thesis should be provided to all members of the thesis committee at least two weeks prior to the date of the defense. Once the thesis committee has agreed that the student is prepared for the final oral defense, the student and committee members will set the defense date. Notice of the thesis defense must be given to the department two weeks prior to the defense date. The defense should be advertised with posted flyers and emails to the department faculty, staff, and students with the date, time, and location of the event. All members of the thesis committee are expected to attend and participate in real time. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but the student and Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. In

circumstances where virtual participation is necessary, real-time and fully interactive audio and visual communication capability must be included, and all participants must follow the Virtual Participation guidelines of the Graduate School.

A successful pass of the defense is indicated by a majority vote of the thesis committee to approve the written thesis and defense. The defense result must be reported through the Committee Acceptance Form (CAF) signed by all committee members, department chairperson, and graduate dean. The CAF must be submitted through the UA DocuSign system in myBama to the Office of the Graduate School.

Plan II – Non-Thesis Process Requirements

1) Qualifying Examination Committee

Each student in the Non-Thesis option is required to take the Master's Qualifying Examination. The student must consult with their chosen academic advisor to form the qualifying examination committee. The committee will consist of three departmental faculty members with full graduate faculty status. Normally, the student's advisor serves as chair and two other committee members are the faculty members whose courses the student has been enrolled.

2) Qualifying Examination

The Qualifying Examination is an oral exam designed to assess the student's breadth and analytical ability in the discipline of geography. The examination will not be given before the student has successfully completed a minimum of 18 credit hours (of which 15 credit hours must be taken in the Master's Geography Program). A majority vote by the three-person examination committee will determine the outcome of the examination. Failing the examination twice results in dismissal from the program.

3) Non-thesis Research Paper

A student in the non-thesis option is required to submit a research paper that expands on a course-related research project for fulfillment of the Master's degree. Normally, non-thesis research papers are between 15–20 typewritten pages in length and demonstrate the student's written and analytical skills. The paper must be read and approved by the advisor and the Qualifying Examination Committee.

Time Limits for Degree Completion Requirements

Typically, students are expected to complete all requirements for the Master's degree within two years following admission to the Master's program. The maximum time limit for the Master's degree is six years, as indicated by the graduate school's information about time limits for degree completion:

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

Students need to submit an annual progress report at the end of the Fall semester. The annual report covers the students' progress in coursework, comprehensive exams (for non-thesis students), thesis or non-thesis research progress, publications, and other research activities (fieldwork, conferences). The annual report should be reviewed by the student's advisor and the Graduate Program Committee. A student can be dismissed for lack of satisfactory progress, or department funding may be terminated.

Academic Misconduct Information

Academic misconduct, including cheating, plagiarism, and fabrication of information, will be handled by following the Academic Misconduct Disciplinary Policy:

Graduate School information on Academic Misconduct. (p. 7)

Withdrawals and Leave of Absence Information

If a graduate student desires to withdraw from a course or from the university (i.e., withdraw from all courses in the semester), either for non-medical or medical reasons, the student is encouraged to consult with his or her academic advisor and the department chair. It is the student's responsibility to review the UA Academic Calendar for the specific date by which one may drop a course. Under compelling circumstances beyond the student's control, a graduate student may request that the department petition the Graduate School with the rationale for granting a leave of absence. The written request must be approved (signed) by the advisor and Graduate Studies Director and placed in the student's file. The student is not guaranteed funding upon their return to the program.

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Information about Academic Grievances (p. 255).

Grades and Academic Standing

All graduate students must earn and maintain an overall graduate grade point average (GPA) of 3.0 or better for all graduate courses undertaken at The University of Alabama. Students who have received an academic warning with a GPA below 3.0 may not hold graduate assistantships.

Information about Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

It is the student's responsibility to regularly check Graduate School deadlines.

Application for Graduation Information

Each candidate for a master's degree must submit an Application for Degree via myBama.

Additional information about the application for graduation (p. 15).

Acquisition of Financial Support

Students in good standing in the Geography MS & PhD programs are eligible to receive financial support for their studies through a graduate research assistantship (GRA) funded through their advisor, a graduate teaching assistantship (GTA) funded by the Department, or a fellowship. Both types of assistantships provide an equivalent stipend and benefits along with paid tuition and fees. For PhD students offered funding who meet performance expectations and who do not meet any Conditions for Termination of Financial Support (see below), financial support is renewable for up to four years. For MS students offered financial support who meet performance expectations and who do not meet any Conditions for Termination of Financial Support (see below), financial support is renewable for up to two years. Master's students that transfer into the PhD program must reapply for graduate funding, as a new PhD student. Students will be informed of impending financial support termination at least one semester prior to the support termination date.

except in the special cases noted under Conditions for Termination of Financial Support. Students in good standing may petition the Department Chair for continuing GTA support beyond the second year for MS students or fourth year for PhD students on a semesterly basis. Petitions for continuing support must be submitted to the Department Chair at least three months prior to the start of the final semester of guaranteed support. Students in good standing with GRA support beyond the second year for MS students or fourth year for PhD students may continue at their advisor's discretion until GRA support is either exhausted or terminated by their advisor.

Fellowship Nominations

Eligible students who excel in the program may be nominated by the Department for UA fellowships. Nominees are selected by the department's Graduate Committee. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits at least commensurate with those provided through GRA or GTA support.

Performance Expectations for Continuing Financial Support

- The student must be in good academic standing in the Geography MS or PhD program.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support
- The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, The UA College of Arts and Sciences, UA Environmental Health and Safety, and the Department of Geography and the Environment.
- Graduate teaching assistants must satisfactorily perform all duties assigned to them in a timely manner as defined by the the Graduate Teaching Assistant supervisor, the instructor of record, or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.
- Beginning in the first semester, students must meet degree milestones to be considered in good standing.

Conditions for Termination of Financial Support

Students who meet one or more of the following criteria will be subject to termination of financial support pending Department of Geography and the Environment administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Department Chair and Graduate Director—with input from the Graduate Committee—will recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

- *Dereliction of duty.* Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee (for teaching assistants) or the research advisor (for research assistants); or failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee (for teaching assistants) or by the research advisor (for research assistants) and the student's departmental memorandum of appointment.

- *Resolved finding of Academic Misconduct.* Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.
- *Failure to have a department-approved research advisor for more than one semester.* Students without an approved research advisor may not enroll in GY 599 or GY 699 courses and, therefore, cannot proceed toward degree completion. Students without an advisor may be relegated to the non-thesis Master's Program, at the discretion of the Graduate Director and Department Chair.
- *Loss of good academic standing.* Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing—with the non-passing grade exception noted below. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the Graduate Committee. This review will determine whether the student should continue to receive financial support and/or be dismissed from the program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered prior to the end of the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.
- *Delinquent Annual Review.* Students who neglect to complete the required annual review in any year of their studies are no longer in good academic standing.
- *Insufficient continuous research progress.* The thesis or dissertation adviser determines if a student is making adequate research progress commensurate with their time in the program during required annual reviews. If it is determined that the student is not making adequate research progress, the student will be granted one probationary semester (i.e., academic semester or full summer term) with financial support to remedy productivity deficiencies, as assessed by the thesis or dissertation adviser. Failure to meet minimum research expectations by the end of the probationary semester will result in immediate termination of financial support and/or may prompt an MS or PhD student being relegated to the non-thesis Master's Program, at the discretion of the Graduate Director and Department Chair.

Geography, Ph.D.

Overview

The Department of Geography and the Environment at the University of Alabama offers the PhD program in Geography with four areas of study: 1) Earth system science; 2) Environment and natural resources; 3) Environment and society; and 4) Geographic information science.

Admissions

Admission into the PhD program normally requires an MS/MA degree in geography, environmental science, or a related discipline, sufficient GPA, three letters of recommendation, a clear statement of purpose that identifies the potential advisor and outlines why the student wishes to earn a PhD and why our program is the proper fit, and a resume or curriculum vitae. The GPA in graduate coursework should be substantially higher than the 3.0 minimum. A student must also have the approval to work with a departmental member of the graduate faculty as their program advisor. Students are not admitted without the consent of a member of the graduate faculty.

The Department of Geography and the Environment at The University of Alabama offers the PhD program in Geography with four areas of study: 1) Earth system science; 2) Environment and natural resources; 3) Environment and society; and 4) Geographic information science. The first step in the application process is to identify a member of the faculty who shares your research interests and is willing to serve as your potential advisor. In addition to the Graduate School's required application materials, applicants need to submit additional materials on the following Geography Application Checklist:

1. *Curriculum Vitae* (CV)/Resume.
2. Three letters of recommendation, which discuss and evaluate the student's writing skills, analytical abilities, and potential to excel at graduate studies and research.
3. Academic/professional writing samples. These may include published research papers, conference papers, research or applied project reports, term papers, and completed Master's thesis.
4. A statement of purpose. In the statement of purpose section (up to 2 pages), applicants should explain clearly and cogently: i) why you wish to earn the PhD and what are your academic and career goals, ii) why our department is a good fit for you, iii) which faculty member has agreed to serve as your advisor, iv) what experiences and background do you have that will help you succeed in graduate studies. Note that no students will be admitted, without a potential advisor from our faculty.
5. A research plan. For the research plan section, applicants should develop a tentative research proposal/plan up to 4 pages total length. The following is a list of suggested elements to include: a title, research background (brief literature review), research gaps being addressed and/or research questions/hypotheses being posed, a general description of methodological approach(es), and some description of why the research is important and/or its implications. Note that the purpose of the research plan is to evaluate the applicant's research potential. After admission to our graduate program, students may consult with the advisor to modify, improve, or completely change the research plan.
6. GRE scores are not required by our graduate program. Submission of GRE scores is optional.

Admission with Permission to Continue to the PhD program is not permitted.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The PhD program requires a minimum 48 hours of non-dissertation coursework beyond the BS/BA, which may include up to 24 credit hours of approved graduate-level coursework transferred from a Master's program and a maximum of 12 credit hours of non-thesis or non-dissertation research.

Required courses include: 1) GY 500 Research Traditions Meth In Gy, 2) GY 523 Quantitative Methods, 3) two graduate-level geospatial techniques courses, 4) a minimum of 12 hours of 600-level seminar courses, and 5) a minimum of 24 hours of dissertation research (GY 699), and 6) a minimum of 3 hours of GY 601 Geography Colloquium

Code and Title		Hours
Required Courses		
Of the 48 required credit hours, 24 must carry the GY designation. Up to 9 hours of Pass/Fail credit can be applied toward fulfillment of degree requirements. Pass/Fail hours can include up to a total of 4 credit hours of GY 601 Geography Colloquium.		
GY 500	Research Traditions Meth In Gy	3
GY 523	Quantitative Methods	3
Spatial Techniques		6
Electives		33
Dissertation Research		24
GY 601	Geography Colloquium (3 hrs required)	3
Total Hours		72

Transfer Credit

Up to 24 hours of credit of the required coursework may be transferred from another institution. Only courses in which a student earned a "B" grade or better may be transferred. For detailed credit transfer information, please refer to Graduate School transfer policies (p. 21).

Doctoral Plan of Study Requirement

At the start of the first semester, the student must confer with the departmental advisor to select courses and discuss a research plan. Then, a Plan of Study must be prepared and submitted to the Graduate School by the end of the first semester. The Plan of Study should be prepared in consultation with the advisor, and reviewed and approved by the graduate program director. The Plan of Study may include prior coursework necessary to strengthen a student's ability to complete their program. The PhD Plan of Study will be submitted by the department to the Graduate School. A copy of the approved Plan of Study must be submitted to the Graduate School when the department submits the Admission to Candidacy for Doctoral Degree form.

The student may request the Graduate Program Director's assistance in the assignment or change in assignment of a program advisor. If a program advisor reassignment is not approved, the graduate student may be terminated from the program.

Comprehensive Exams

A comprehensive qualifying examination is required of all doctoral candidates. The purpose of the examinations is to determine students' preparation and competence for independent dissertation research in the field. Students should pass candidacy examinations for admission to doctoral candidacy by the end of the fifth semester in residence (not including summer), and at least nine months before the degree is to be awarded.

The comprehensive exam consists of the written exam and the oral exam. The written exam typically includes two parts: Part A and Part B. Part A consist of a series of questions about broad and foundational aspects of the discipline of geography, which may include history, philosophy, theory, methods, and techniques. Part B includes questions directly related to individual student's subfield and specific topics of the intended dissertation research. Questions for the exams are submitted by a candidacy committee, which will consist of the geography faculty members of the student's doctoral dissertation committee. The candidacy committee may choose to include questions from external committee members, although external member participation is not required for comprehensive exam. Although the format and content of the

exam is at the discretion of the candidacy committee, the typical exam will be open-book, occurring within a week (e.g. from Monday to Friday). Subsequent to the written exam, the student must also successfully pass an oral exam given by the candidacy committee on the student's program of study and related areas. The oral exam may be conducted in conjunction with the dissertation proposal defense.

A student may take the oral or written examination only twice. Failing the examination twice results in dismissal from the degree program and the Graduate School.

Admission to Candidacy Requirements

Admission to Graduate School does not imply a student's candidacy for a PhD degree. The requirements for advancing to candidacy include: 1) completion of all coursework as listed on the approved program of study; 2) passing the comprehensive qualifying examination; 3) passing the dissertation proposal defense; and 4) having the dissertation committee's recommendation for Admission to Candidacy to continue work toward the completion of the Doctoral Degree. The completed candidacy form must be submitted to the Graduate School well in advance of the final semester.

Continuous Enrollment Policy

Once a student has met the requirements for admission to candidacy, the student must pursue completion of the dissertation without interruption by enrolling each fall and spring semester of the academic year. PhD students are required to register for a minimum of 3 hours each semester. The only time summer registration is required for dissertation research is when a doctoral student is graduating in August or defending the dissertation during the summer semester.

For more detailed information, please refer to Graduate School continuous enrollment policy (p. 21).

Dissertation Requirements

1) Dissertation Committee

The dissertation committee supervises the preparation of the dissertation and should be established by the end of the first semester in residence. The student's dissertation committee must consist of a minimum of five members, and all members of the dissertation committee must hold Graduate Faculty status at The University of Alabama and must represent at least two academic departments. The committee will be chaired by the student's advisor. It is expected that the relationship with the advisor will be one of apprenticeship, as the student moves toward a mastery of the craft of original research and publication, while gaining familiarity with the role of a colleague. The majority of the committee must be faculty within the department. For a 5-member committee, it usually includes three faculty members from the UA Department of Geography and the Environment, and two external members. The external member(s) can be from another UA department, or someone not affiliated with UA. The external member(s) must be listed as UA graduate faculty. The dissertation committee must be approved by the UA Graduate School Dean and any changes after the committee has been approved will require a change of committee form to be approved by the UA Graduate School Dean.

2) Dissertation Proposal

By the end of the fifth semester in residence (not including summer), the student must publicly defend the dissertation research proposal. The dissertation proposal aims to show the appropriateness, manageability, and significance of the proposed research project. The student must publicly present the proposal and then defend it in a meeting with the

dissertation committee. A successful pass is indicated by the majority vote of the dissertation committee. The student has two chances to successfully defend the proposal. The student who fails to pass the proposal defense on the second attempt will be expelled from the program.

3) Dissertation Style and Requirements

A dissertation shows the ability to conduct independent research and skill in organization, writing, and presentation. It must constitute an original contribution to the knowledge in the major field. The dissertation can be either in traditional or article style. Both traditional and article-style dissertations must comply with the guidelines in A Student Guide to Preparing Electronic Theses and Dissertations. The dissertation deadlines for each semester are available at the Graduate School's homepage.

Traditional style dissertation

A traditional dissertation is a coherent document that provides a complete and systematic account of a research topic based on original research. Most dissertations include necessary background information to contextualize the research, a statement of the research problem/hypothesis or research focus, the methods and procedures used in exploring the phenomenon under study, the results/outcomes of the study, and interpretation and/or discussion of the study's outcomes. Although not all dissertations are structured exactly the same, a traditional dissertation typically contains chapters: Introduction, Review of Literature, Methodology (Research Design & Methods), Presentation of Research (Results, Summary, Discussion), Conclusions (Implications).

Article-style dissertation

This style of dissertation typically consists of 3 or more manuscripts or articles that must be based upon independent research or creative activities completed while the student is enrolled at The University of Alabama. For each article, the student must be the first author, or equivalent, as defined by the discipline.

As with traditional dissertations, the article-style dissertation must be the student's original idea and work. The articles included in the dissertation must be in a publishable quality around a cohesive theme. To demonstrate the student's in-depth understanding of the unifying framework for the articles, an introductory chapter or section should be included to review the relevant literature and to describe these articles, show how they are related, and explain their significances. The article-style dissertation should also include a conclusions chapter/section that highlights the importance of the studies, integrates the major findings, and discusses the implications for the overall topic.

4) Dissertation Defense

When the dissertation has been completed, the PhD student must publicly defend the dissertation. The final oral dissertation defense is the culminating experience in the doctoral program. A draft of the dissertation should be provided to all members of the dissertation committee at least two weeks prior to the date of the defense. Once the dissertation committee has agreed that the student is prepared for the final oral dissertation defense, the student and committee members will set the defense date. Notice of the dissertation defense must be given to the department two weeks prior to the defense date. The defense should be advertised with posted flyers and emails to the department faculty, staff, and students with the date, time, and location of the event. All members of the dissertation committee are expected to attend and participate in real time. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but the student and Tuscaloosa campus faculty should

attend in person unless extraordinary circumstances dictate the need for virtual attendance. In circumstances where virtual participation is necessary, real-time and fully interactive audio and visual communication capability must be included, and all participants must follow the Virtual Participation guidelines of the Graduate School.

A successful pass in defense is met by the majority vote of the dissertation committee to approve the written dissertation and defense. The defense result must be reported through the Committee Acceptance Form (CAF) signed by all committee members, department chairperson, and graduate dean. The CAF must be submitted through the UA DocuSign system in myBama to the Office of the Graduate School.

Time Limits for Degree Completion Requirements

Typically, students are expected to complete all requirements for the PhD within three to five years following admission to the doctoral program. The maximum time limit for the doctoral degree is nine years, as indicated by the graduate school's information about time limits for degree completion (p. 21).

Each candidate for a doctoral degree must submit an Application for Degree via myBama no later than the last day to register or add a course for the semester (or first term of the summer semester) in which requirements for the degree are to be completed. That specific date is published each semester at the Graduate School's website under Current Students/Deadlines for Graduate Students.

Student Progress Requirements

Students need to submit an annual progress report at the end of the Fall semester. The annual report covers the student's progress in coursework, comprehensive exam, dissertation progress, publications, and other research activities (fieldwork, conferences). The annual report will be reviewed by the student's advisor and the Graduate Program Committee. A student can be dismissed for lack of satisfactory progress or terminated for the department funding.

Academic Misconduct Information

Academic misconduct, including cheating, plagiarism, and fabrication of information, will be handled by following the Academic Misconduct Disciplinary Policy (p. 7).

Withdrawals and Leave of Absence Information

If a graduate student desires to withdraw from a course or from the university (i.e., withdraw from all courses in the semester), either for non-medical or medical reasons, the student is encouraged to consult with his or her academic advisor and the department head. It is the student's responsibility to review the UA Academic Calendar for the specific date by which one may drop a course. Under compelling circumstances beyond the student's control, a graduate student may request that the department petition the Graduate School with the rationale for granting a leave of absence. The written request must be approved (signed) by the advisor and Graduate Studies Director and placed in the student's file. The student is not guaranteed funding upon their return to the program.

More detailed information about withdrawals and leave of absence (p. 244).

Academic Grievances Information

Information about academic grievances (p. 255).

Grades and Academic Standing Requirements

All graduate students must earn and maintain an overall graduate grade point average (GPA) of 3.0 or better for all graduate courses undertaken at The University of Alabama. Students who have received an academic warning with a GPA below 3.0 may not hold graduate assistantships.

Information about Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

It is the student's responsibility to regularly check Graduate School deadlines.

Application for Graduation Information

Information about application for graduation (p. 21).

Department of Geological Sciences

- Majors
 - Geology, MS (p. 352)
 - Geology, PhD (p. 356)

Chair

- Delores Robinson

Professors

- Fred Andrus
- Hazel Barton
- Ibrahim Cemen
- Rona Donahoe
- Samantha Hansen
- Yuehan Lu
- Alberto Perez-Huerta
- Delores Robinson
- Harold Stowell
- Yong Zhang

Associate Professors

- Natasha Dimova
- Kimberly Genareau
- Marcello Minzoni
- Nicolas Saintilan
- Tom Tobin
- Becky Totten
- Bo Zhang

Assistant Professor

- Jonathan Frame
- Alain Plattner

Professors Emeriti

- Paul Aharon
- Richard Groshung
- Ernest Mancini
- Carl Stock

Adjunct Professor

- Nihat Hakan Akyol
- Bennett Bearden

- Julia Cartwright
- Takehito Ikejiri
- Berry H. (Nick) Tew
- Sandi Smart
- Geoffrey Tick
- Chunmiao Zheng

Graduate Program Director

- Kimberly Genareau

GEO501 Paleoclimatology

Hours 3

Survey of the variability of global climate through geologic time and investigation of the mechanisms of change.

Prerequisite(s): MATH 126 or MATH 146; and PH 102

GEO502 Communicating Geology

Hours 3

Evaluate and develop effective scientific communication skills including writing, oral presentations and poster presentations.

Prerequisite(s): None

[View All Courses](#)

Geology, MS

Students pursuing the M.S. degree often go on to pursue further academic study or seek employment in government organizations and industry. Students are able to establish successful careers in environmental and geotechnical consulting, water and resource management, and energy exploration. Students are prepared for this wide range of careers through a flexible curriculum in which they work closely with their advisor to conduct theoretical, field, and/or laboratory research for a thesis in their chosen topic.

Admissions

Admission to the graduate program in the Department Geological Sciences (DGS) is highly competitive.

Students should evaluate the research specialties of individual DGS faculty members and contact who they would like to work with prior to submitting an application to the UA Graduate School. They should share the following with the faculty member of interest and describe what types of research projects (or which particular research project advertised by the faculty) that they would like to pursue as part of their graduate studies. The more detailed they can be, the better.

- Previous research experience: type of experience, relevance to faculty member's research, depth of expertise
- Professional scientific publications as first author or co-author
- Published conference abstracts and scientific conference presentations
- Awards or other types of recognition

Based on the above, the faculty member will decide whether or not to meet with the student and/or to have a one-on-one conversation via telephone or online. Based on this interaction, as well as any previous information provided by the student, the faculty member then decides if they are interested in advising the student and if they want to advocate for the student to the entire DGS faculty. If they are interested, the faculty member will inform the student that they should submit an application. If the graduate application fee is a financial hardship, the student should

share this information with the potential faculty mentor prior to the application deadline. The DGS may be able to cover this fee.

The application process is completed online through the UA Graduate School's Application Center.

The Graduate School requires the following materials:

- An online application form
- Application fee payment
- Statement of purpose
- Unofficial transcripts
- Three letters of recommendation
- A Grade Point Average (GPA) greater than 3.0 on a 4.0 scale (international grades are converted by the Graduate School to a 4.0 system)
- If your native language is not English, you will also need to take an English language exam. The minimum TOEFL score for unconditional admission is 79 for the internet-based test. The minimum IELTS score for unconditional admission is 6.5. The minimum PTE score for unconditional admission is 59. The minimum DET score for unconditional admission is 110.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission to the DGS, an application must include:

- CV/Resume
- A bachelor's degree in Geology or a related discipline (e.g., Chemistry, Mathematics, Physics, or Engineering).
- Transcripts that show the following classes or their equivalents: Physics I, Chemistry I, Calculus I, and at least one of the following: Physics II, Chemistry II, or Calculus II.

The entire DGS faculty will then review the student's application, carefully examining the following documents:

- Statement of Purpose (SOP). The SOP is meant to inform faculty of your research, teaching, and service plans while a graduate student in the DGS. It is NOT meant to tell us about all aspects of your life but is meant to tell us about the specific qualities you possess that would make you an ideal student, committed scientist, and valuable member of the DGS and UA community. Examples from your recent past that indicate your perseverance, motivation, teamwork, and teaching aptitude would be appropriate to share. As you have previously communicated with a faculty member willing to serve as your Advisor, you should describe the research project or projects you plan to conduct with that individual. You can comment on the broader scientific impact of the project, aspects of the research that you find particularly interesting, previous experiences that make you well-suited for such a project, and how the proposed research will prepare you for a future career in academia, industry, government, or the private sector. You should be able to succinctly state why the DGS at UA is the ideal place for you to pursue your scientific interests. It should be a maximum of two pages in length, single-spaced, with Times New Roman (or similar) 12-point font and 1-inch page margins. Please title the document "Statement of Purpose."
- Recommendation letters from previous instructors, advisors, or supervisors.
- Transcripts from previous institutions with courses completed and grades (particularly those classes relevant to the proposed research topic).

- CV/Resume, which includes other noteworthy accomplishments such as academic honors, awards, professional and community service.

For fall admission, priority for new graduate students is generally given to applications received by January 15. Applications will be considered after this date but will be given lower priority. Self-funded, scholarship/fellowship, and international applications must be completed by March 15. Applicants will receive notification of their acceptance to the DGS program via email and must acknowledge their acceptance on or before April 15.

For spring admission, priority for new graduate students is generally given to applications received by July 15. Applicants will receive notification of their acceptance to the DGS program via email and must acknowledge their acceptance on or before October 1.

Note that beginning in Fall 2020, the GRE requirement has been permanently removed from our admission requirements.

M.S. students are admitted to the DGS with a Thesis Advisor already established. M.S. students may choose to have two faculty members as Co-Advisors. In this case, credit and responsibility for the student will be shared equally between the two Advisors.

See UA Graduate School Admission Criteria.

Curricular Requirements

New M.S. students may be required by their thesis advisor to complete one or more of the core courses in Geology (e.g., Mineralogy, Igneous-Metamorphic Petrology, Structural Geology, Stratigraphy and Sedimentology, and/or Field Geology or comparable field experience) if these classes are lacking in their background. These requirements must be taken for a letter grade but can earn the student graduate credit through enrollment in GEO 525 Adv Topics In Geology. DGS Graduate Teaching Assistants (GTAs) should have the relevant background for the course they are teaching, as determined by the Graduate Program Director and course instructor.

All students must meet with their Faculty Advisor or the Department Chair at least one week prior to registration each semester to discuss current coursework and courses to be taken the following semester. Students must enroll in the courses agreed upon with their Advisor. Most students in their first year register for nine credits per semester.

All incoming M.S. students are required to enroll in Communicating Geology (GEO 502) for three credits in the fall. This class must be passed with at least a grade of "C". If the class is not passed, it may be taken again the next fall. Failure to pass this class for the second time will result in dismissal from the Graduate Program. This class will focus on development of projects for research, proposal writing, and presentation of research results.

In summary, M.S. students must enroll in the following credits to earn the minimum of 30 required total hours.

- A minimum of twenty-four hours of 500- and 600- level courses.
- The twenty-four-hour coursework total must include: Communicating Geology (GEO 502), one hour of Graduate Seminar (GEO 535) plus one hour of Graduate Seminar (GEO 536). M.S. students must enroll in seminar two times during their **third and fourth semesters** in the Graduate Program. M.S. students may substitute a conference oral presentation made at a national or international meeting for one of the two required seminar credits. If the paper is not accepted for an oral presentation, a poster presentation may be substituted. The faculty member in charge of the seminar and the student's Advisor will determine if the conference is acceptable and will coordinate the

logistics. Students must still enroll in seminar and attend if they are substituting a conference presentation. If an exception is needed, a formal request to take the seminar in a different semester and a plan to fulfill the one year of seminar needed must be submitted to the Graduate Program Committee. All students should attend seminar, even if not enrolled in the course.

- Six hours of Thesis Research (GEO 599), graded *Pass/Fail* by the Thesis Advisor. Students are expected to present demonstrable evidence that they have performed thesis research to receive a passing grade.
- A maximum of three hours of Non-Thesis Research (GEO 598) may count toward the twenty-four-hour coursework total.
- At least eighteen hours of the twenty-four-hour total must be completed in the DGS. These may include Transferred Credits (p.). The six hours of remaining coursework may be taken in a related field with approval by the student's Thesis Advisory Committee.

An overall GPA ≥ 3.0 is required for graduate courses. Classes with a grade below a "C" do not count towards the degree. See the UA Graduate School Scholastic Requirements.

20% of the student's required course credit may be taken on a Pass/Fail basis. 80% must be graded by letter. Taking a class *Pass/Fail* must be approved by the Thesis Advisor and the instructor of the course.

See the UA Graduate School Degree Requirements.

Code and Title		Hours
Introduction Course		
GEO 502	Communicating Geology	3
Graduate Seminars		2
GEO 535	Graduate Seminar	
GEO 536	Graduate Seminar	
Geology Course Options		
GEO 501 through GEO 696		19
Thesis Research		
GEO 599	Thesis Research	6
Total Hours		30

Transfer Credit

A maximum of twelve hours of graduate courses may be transferred from other universities and applied toward the twenty-four hour total. These courses must be approved by the student's Thesis Advisor.

The student must have earned an overall GPA of 3.0 at the institute where the credit was earned. Only classes with a grade of "B" or higher can be transferred.

See the UA Graduate School Degree Requirements.

Accelerated Master's Program

Please see the UA Graduate School Accelerated Master's Program Information.

Thesis Advisory Committee

Plan I M.S. students are admitted with a Thesis Advisor. The Thesis Advisor, who also serves as Chair of the Thesis Advisory Committee, must be a full member of the DGS Graduate Faculty.

A DGS Thesis Advisory Committee consists of four members: the Thesis Advisor within the DGS, at least one other full-time or adjunct

faculty member of the DGS, and at least one external member, who must be approved by the Thesis Advisor and who will provide additional supervisory expertise. A thesis committee can have more than the required 4 members, but a majority (>50%) must be DGS faculty. All members of the Thesis Advisory Committee must be Graduate Faculty members.

If the external member does not have a Ph.D., evidence must be provided of their qualifications to serve on the Committee. If an individual is not a member of the DGS Graduate Faculty, they must submit their CV to the DGS Administrative Assistant responsible for the Graduate Program to begin the approval process, which typically takes two or more weeks to complete.

Students are required to meet **each semester** with their Thesis Advisory Committee, at which time progress toward degree requirements will be evaluated. A student who is not making satisfactory progress will receive a letter from the Thesis Advisory Committee advising the student how to remedy the matter.

See the UA Graduate School Degree Requirements.

Thesis Proposal and Proposal Defense

When a research project is defined, the student prepares a Thesis Proposal. This document includes a title page, followed by no more than 10 pages (double-spaced with 12-point Arial or Times New Roman font) containing the body of the proposal. The title page should identify the student, the proposed title of the thesis, the Thesis Advisory Committee, and the date of document approval by the Thesis Advisory Committee. The body of the proposal should include an abstract, state the research problem and its significance, provide a concise summary of related previous work, define the objectives of the research, outline the proposed research methods, and discuss the significance of the anticipated results, followed by an estimated timeline. The proposed research should result in at least one publishable manuscript. The 10-page limit for the M.S. Thesis Proposal includes figures and tables but does not include references.

The Thesis Proposal Defense must occur in the second semester of the student's graduate program.

The student must distribute the Thesis Proposal to the Thesis Advisory Committee at least two weeks before the planned date of the Thesis Proposal Defense. All members of the Thesis Advisory Committee must certify that the proposal is ready for defense one week before the Defense can take place, either by signature on the appropriate form, or by email directly to the DGS Administrative Assistant responsible for the graduate program. The email from the Committee member must state that the member has read the proposal and approves the proposal for defense.

The Thesis Proposal Defense is scheduled by the student, in consultation with the Thesis Advisor, on a weekday that accommodates the schedules of all four Committee members. One member can be present via teleconferencing. If two or more members need to participate via teleconference, permission must be obtained by the Advisor from the Graduate Program Director by completing the associated form. The student must schedule a three-hour block of time. The purpose of the Thesis Proposal Defense is for the Thesis Advisory Committee to evaluate the thesis research project and provide guidance regarding the research plan, objectives, and relevance of planned coursework. The defense will begin with a short (~30 minute) oral presentation of the Thesis Proposal that is open to the public. Following a short public question and discussion period, the audience is limited to the Thesis Advisory Committee and any other faculty members.

The outcome of the Proposal Defense is decided by majority vote of the Thesis Advisory Committee and attending faculty. Several outcomes are possible. (a) A *Full Pass* entitles the student to proceed with the proposed research with no substantial modification of the research goals, objectives, or planned coursework. However, the Committee may request edits to the proposal. (b) A *Conditional Pass* entitles the student to proceed with the proposed research under conditions stipulated by the Committee. These may include, but are not limited to, specification of coursework, modification of the research plan, or modification of the research objectives. All changes to the research plan and objectives must be included in a revised Thesis Proposal. (c) A *Fail* requires the student to repeat the Proposal Defense after substantial modifications to the research plan and/or objectives. The defense can only be repeated once. If failed again, the student is dismissed from the DGS Graduate Program.

The Thesis Proposal is not approved until the completion of a successful Thesis Proposal Defense. After the Thesis Proposal Defense, the student must provide an electronic copy of the approved proposal to each member of the Thesis Advisory Committee. In addition, a PDF-formatted electronic copy must be provided to the DGS Administrative Assistant responsible for the Graduate Program.

See the UA Graduate School Degree Requirements.

Comprehensive Exam

The Graduate School requires M.S. students to take a Comprehensive Exam on course material studied while a graduate student. The DGS includes this exam in the Thesis Defense. Questions cover a wider area of the Earth Sciences than the thesis but are generally relevant to the thesis subject.

See the UA Graduate School Degree Requirements.

Internship Requirements

Some graduate students choose to complete an internship during their graduate studies. The student must receive credit for the internship during the semester in which the internship was undertaken. For example, if you are completing a summer internship, you must pay summer tuition to get credit for that internship. M.S. students may count a maximum of three internship credits toward their degree.

Plan I - Thesis Process Requirements

Each M.S. candidate must write a thesis representing original work. No length or scope for the thesis is specified. However, the research problem should be designed to be completed in approximately one year. The exact timing of the progress and completion of a thesis is primarily the responsibility of the student. Satisfactory completion of a thesis is evidence that the student has employed research techniques consistent with those utilized by modern professional Earth scientists in their field of specialization. The thesis may be written as a manuscript and formatted using the Graduate School's guidelines.

Plan II - Non-Thesis Process Requirements

The non-thesis option is only available to doctoral students earning the M.S. en route to the Ph.D.

Thesis Preparation and Review

The student will submit drafts of the thesis to their Advisor. The student and the Advisor will work together and go through several revisions. When it is approved by the Thesis Advisor, it is submitted to the other members of the Thesis Advisory Committee. Review by the Thesis

Advisory Committee, and revisions by the student based on their suggestions, may take several weeks. The Committee may require several rounds of revisions before a Thesis Defense can be scheduled. If a Committee member takes longer than three weeks for a review, a formal complaint should be filed with the Department Chair or the Graduate Program Director.

See the UA Graduate School Degree Requirements.

Thesis Defense

When the Thesis Advisory Committee is satisfied with the thesis, a Thesis Defense is scheduled. All members of the Advisory Committee must sign the relevant form or email their consent directly to the DGS Administrative Assistant responsible for the Graduate Program. The email from the Committee member must state that the member has read the thesis and approves of the defense. The thesis must be formatted in the Graduate School thesis format and displayed in the DGS front office one week prior to the defense to allow reading and revision by the remainder of the faculty. Faculty members have the right and responsibility to comment and provide feedback if the thesis is deficient.

The student should schedule a three-hour block of time. The exam will be administered by the student's Thesis Committee, and the exam is open to the public. A 30-40 minute presentation, emphasizing results and conclusions, is given by the student. The exam is then opened for questions from the audience, after which additional questions from the Thesis Committee, Department Faculty, and Ph.D.-level Research Staff are given in closed session. All DGS faculty members that attend the exam and subsequent questioning session have the right to vote whether the student passes or fails. In the event of a tie, the Department Chair (or designated representative) casts the deciding vote. If not passed during the first attempt, the Thesis Defense may not be retaken. This vote is decided by majority and is recorded on an electronic form initiated by the Advisor that states the student has *Passed/Failed* the thesis defense.

See the UA Graduate School Degree Requirements.

Final Disposition of Thesis and Thesis Collections

The Thesis Advisory Committee and the student must complete the Committee Acceptance Form. By signing this form, the Committee confirms that they have read the final PDF-formatted document, and approved all changes, ensuring that the standards of the DGS are upheld.

The final PDF of the thesis, formatted following Graduate School specifications, must be submitted online via ProQuest to the Graduate School. Deadlines are posted on the Graduate School website. In addition, students are required to provide a PDF thesis file to the DGS Administrative Assistant responsible for the Graduate Program and the Advisory Committee.

Samples, data, computer programs, etc. used in thesis research are the property of the UA unless other arrangements are approved by the Thesis Advisor. As such, these materials must be left with the DGS, and students should check with their Thesis Advisor before taking proprietary data out of the DGS upon graduation. It is the responsibility of the student to determine whether the Alabama Museum of Natural History needs a collection of thesis samples. The Thesis Advisory Committee and the Museum will establish which materials (e.g., rocks, fossils, thin#sections, polished sections, rock powders, etc.) must be cataloged.

See the UA Graduate School Degree Requirements.

Timeline for Degree Completion

A suggested timeline for degree completion is provided by the Graduate Program Director.

All requirements for the M.S. degree must be completed during the six years (eighteen fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded. Previously approved transferred coursework that falls within six years of *admission* to the M.S. degree program can be counted toward the minimum hours requirement. There is no provision for an extension of the time limit beyond six years for M.S. students.

After not enrolling in classes for three years, if a student wants to complete their degree, they must reapply to the DGS Graduate Program.

See the UA Graduate School Degree Requirements.

Academic Progress Policies

Upon appointment, students must have a meeting with their Thesis Advisory Committee **each semester**. Students not in residence must submit a written progress report each semester. Current and future research efforts will be reviewed to determine if satisfactory progress has been made toward completion of degree requirements. If the student has not followed the required timeline, the student's research project will be terminated and the Advisory Committee will be disbanded. In the event of project termination, the student must propose an acceptable new research project.

It is not the responsibility of the Advisor, the Graduate Program Director, the Graduate Program Committee, or the Department Chair to ensure that the student has filled out the proper paperwork and submitted the paperwork to meet their deadlines. If the paperwork is filled out incorrectly or a deadline/milestone is missed, the result is a delay in the graduation of the student. To request an extension on any deadline/milestone, a memo must be submitted to the Graduate Program Committee. Format for the extensions request memo is available from the Graduate Program Director. The memo must contain a proposed timeline acceptable to all parties.

Student Activity Report

At the end of the spring semester, all graduate students are required to submit a report to the DGS detailing their activities throughout the previous year. Activities include abstracts submitted, internships, papers published, conferences/workshops attended, field work, volunteer activities, etc. A form is provided each year for this report. If not completed, the student will be unable to schedule graduate milestones (e.g., thesis defense).

Academic Misconduct Information

The Graduate Program Committee will address any problems or improper conduct with graduate students brought up by the Department Chair, GTA Supervisor, Faculty Advisor, or other graduate students. Faculty members are mandated reporters, so if there is a Title IX violation, the report will be passed to the Title IX Administrator. Otherwise, a meeting with the Advisor, Department Chair, Graduate Program Committee, and the student will be called to determine if a solution to the problem can be found.

See the UA Graduate School Academic Misconduct Information.

Withdrawal and Leave of Absence Information

The DGS has no formal policy for a medical leave of absence. We try to accommodate a semester leave of absence if the need is documented

by a medical professional. The Graduate Program Director will require that the student inform the DGS by a certain date in the semester to determine if the student is going to return to the department in the next semester. If a leave of absence is needed for professional development, the matter needs to be brought to the Graduate Program Committee for a vote.

See the UA Graduate School Withdrawals and Leave of Absence Information.

Academic Grievances Information

Procedure for Changing Advisors

Graduate students must schedule a meeting with the Graduate Program Director or the Department Chair if they want to change Advisors. A new Advisor must be identified. The Graduate Program Director/Department Chair will discuss procedures and inform the old Advisor. If the switch happens after the proposal is successfully defended, a new proposal defense with a new Committee must occur. The timeline will be determined by the Advisor and the Graduate Program Director.

If the Advisor wants to end an Advisor/Advisee relationship with a graduate student, a Committee consisting of the Graduate Program Committee and the student's Committee will be formed to evaluate the situation.

See the UA Graduate School Degree Requirements.

Grades and Academic Standing

See the UA Graduate School Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

See the UA Graduate School Deadlines.

Application for Graduation Information

See the UA Graduate School Degree Requirements.

Acquisition of Financial Support

The DGS faculty will vote to admit a limited number of students suitable to the availability of positions within the department. Faculty members with awarded, external research funding may be able to support a graduate research assistant (GRA) for one or more semesters. Alternatively, the DGS has a limited number of graduate teaching assistantships (GTA) available each semester that may be used to financially support incoming students. We note, however, that current students are given priority for these positions. Accepted M.S. students are guaranteed four semesters of funding if requirements are met. The source of financial support may vary from semester to semester.

Eligible students may be nominated by the DGS for UA fellowships. Nominees are selected by departmental faculty vote based upon prospective nominee research productivity and academic performance.

All students receiving an assistantship or fellowship must be registered as full-time students. For students on a 0.25 or 0.50 FTE assistantship this equates to at least six hours of coursework during each of the fall and spring semesters. Students on a fellowship must be enrolled in at least nine hours of coursework during each of the fall and spring semesters.

Performance Expectations for Continuing Financial Support

Reasons for revocation of funding include, but are not limited to:

- Failure to pass the required course, Communicating Geology (GEO 502), for a second time with a grade of "C" (see Curricular Requirements (p. 28)).
- The student displays poor academic performance.
- The student does not adhere to the UA academic honor code.
- The student does not fulfill job duties as a GTA/GRA as specified in the Memorandum of Appointment (MoA).
- The student makes inappropriate remarks or actions toward staff, faculty, other graduate students, or undergraduates.
- The student becomes a danger to others.
- If graduate deadlines/milestones are not met, and the student has not formally requested an extension from the Graduate Program Committee.
- Failure to defend the thesis proposal by the second semester in residence. Students not receiving support in the first two semesters, but seeking aid for subsequent semesters, will not be considered for support until a thesis is successfully proposed.
- If the student is funded as a GRA, changing Advisors will result in the loss of funding. If the student is funded through a GTA and decides to switch Advisors, the GTA position will continue provided that a new research project has been chosen.

Geology, Ph.D.

Welcome. Students pursuing the Ph.D. degree often seek employment in academia, government organizations, or industry, but are also able to establish successful careers in environmental and geotechnical consulting, water and resource management, and energy exploration. Students are prepared for this wide range of careers through a flexible curriculum in which they work closely with their advisor to conduct theoretical, field, and/or laboratory research for a dissertation in their chosen topic.

Admissions

Admission to the graduate program in the Department Geological Sciences (DGS) is highly competitive.

Students should evaluate the research specialties of individual DGS faculty members and contact who they would like to work with prior to submitting an application to the UA Graduate School. They should share the following information with the faculty member of interest and describe what types of research projects (or which particular research project advertised by the faculty) that they would like to pursue as part of their graduate studies. The more detailed they can be, the better.

- Previous research experience: type of experience, relevance to faculty member's research, depth of expertise
- Professional scientific publications as first author or co-author
- Published conference abstracts and scientific conference presentations
- Awards or other types of recognition

Based on the above, the faculty member will decide whether or not to meet with the student and/or to have a one-on-one conversation via telephone or online. Based on this interaction, as well as any previous information provided by the student, the faculty member then decides if they are interested in advising the student and if they want to advocate for the student to the entire DGS faculty. If they are interested, the faculty member will inform the student that they should submit an application. If the graduate application fee is a financial hardship, the student should

share this information with the potential faculty mentor prior to the application deadline. The DGS may be able to cover this fee.

The application process is completed online through the UA Graduate School's Application Center.

The Graduate School requires the following materials:

- An online application form
- Application fee payment
- Statement of purpose
- Unofficial transcripts
- Three letters of recommendation
- A Grade Point Average (GPA) greater than 3.0 on a 4.0 scale (international grades are converted by the Graduate School to a 4.0 system)
- If your native language is not English, you will also need to take an English language exam. The minimum TOEFL score for unconditional admission is 79 for the internet-based test. The minimum IELTS score for unconditional admission is 6.5. The minimum PTE score for unconditional admission is 59. The minimum DET score for unconditional admission is 110.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission to the DGS, an application must include:

- CV/Resume
- A bachelor's degree in Geology or a related discipline (e.g., Chemistry, Mathematics, Physics, or Engineering).
- Transcripts that show the following classes or their equivalents: Physics I, Chemistry I, Calculus I, and at least one of the following: Physics II, Chemistry II, or Calculus II.

The entire DGS faculty will then review the student's application, carefully examining the following documents:

- **Statement of Purpose (SOP).** The SOP is meant to inform faculty of your research, teaching, and service plans while a graduate student in the DGS. It is NOT meant to tell us about all aspects of your life but is meant to tell us about the specific qualities you possess that would make you an ideal student, committed scientist, and valuable member of the DGS and UA community. Examples from your recent past that indicate your perseverance, motivation, teamwork, and teaching aptitude would be appropriate to share. As you have previously communicated with a faculty member willing to serve as your Advisor, you should describe the research project or projects you plan to conduct with that individual. You can comment on the broader scientific impact of the project, aspects of the research that you find particularly interesting, previous experiences that make you well-suited for such a project, and how the proposed research will prepare you for a future career in academia, industry, government, or the private sector. You should be able to succinctly state why the DGS at UA is the ideal place for you to pursue your scientific interests. It should be a maximum of two pages in length, single-spaced, with Times New Roman (or similar) 12-point font and 1-inch page margins. Please title the document "Statement of Purpose."
- Recommendation letters from previous instructors, advisors, or supervisors.
- Transcripts from previous institutions with courses completed and grades (particularly those classes relevant to the proposed research topic).

- CV/Resume, which includes other noteworthy accomplishments such as academic honors, awards, professional and community service.

For fall admission, priority for new graduate students is generally given to applications received by January 15. Applications will be considered after this date but will be given lower priority. Self-funded, scholarship/fellowship, and international applications must be completed by March 15. Applicants will receive notification of their acceptance to the DGS program via email and must acknowledge their acceptance on or before April 15.

For spring admission, priority for new graduate students is generally given to applications received by July 15. Applicants will receive notification of their acceptance to the DGS program via email and must acknowledge their acceptance on or before October 1.

Note that beginning in Fall 2020, the GRE requirement has been permanently removed from our admission requirements.

Ph.D. students are admitted to the DGS with a Dissertation Advisor already established. Ph.D. students may choose to have two faculty members as Co-Advisors. In this case, credit and responsibility for the student will be shared equally between the two Advisors.

See UA Graduate School Admission Criteria.

Curricular Requirements

New Ph.D. students may be required by their dissertation advisor to complete one or more of the core courses in Geology (e.g., Mineralogy, Igneous-Metamorphic Petrology, Structural Geology, Stratigraphy and Sedimentology, and/or Field Geology or comparable field experience) if these classes are lacking in their background. These requirements must be taken for a letter grade but can earn the student graduate credit through enrollment in GEO 525 Adv Topics In Geology. DGS Graduate Teaching Assistants (GTAs) should have the relevant background in the course they are teaching, as determined by the Graduate Program Director and course instructor. Additionally, the Graduate Program Committee may recommend classes following the student's Research Skills Assessment (RSA).

All students must meet with their Faculty Advisor or the Department Chair at least one week prior to registration each semester to discuss current coursework and courses to be taken the following semester. Students must enroll in the courses agreed upon with their Advisor. Most students in their first year register for nine credits per semester.

All incoming Ph.D. students are required to take Communicating Geology (GEO 602) for three credits in the first fall semester (unless it was previously taken as an M.S. student in the DGS). This class must be passed with at least a grade of "C." If the class is not passed, it may be taken again the next fall. Failure to pass this class for the second time will result in dismissal from the Graduate Program. This class will focus on the development of projects for research, proposal writing, and presentation of research results.

In summary, Ph.D. students must enroll in the following credits to earn the minimum of 54 required total hours.

- A minimum of thirty-six hours of 500-600 level courses.
- The thirty-six-hour coursework total must include Communicating Geology (GEO 602), two hours of the fall semester Graduate Seminar (GEO 635), and two hours of the spring semester Graduate Seminar (GEO 636). Ph.D. students must enroll in seminar four times during their **third and fourth years** in the Graduate Program. Ph.D. students may substitute an oral presentation made at a national or international conference for one of the four required seminar

credits. If the paper is not accepted for an oral presentation, a poster presentation may be substituted. The faculty member in charge of the seminar and the student's Advisor will determine if the conference is acceptable and will coordinate the logistics. Students must still enroll in seminar and attend if they are substituting a conference presentation. If an exception is needed, a formal request to take the seminar in a different semester and a plan to fulfill the two years of required seminar credit must be submitted to the Graduate Program Committee. All students should attend seminar, even if not enrolled in the course.

- A minimum of eighteen hours of Dissertation Research (GEO 699), which are graded *Pass/Fail* by the Dissertation Advisor. Students must present demonstrable evidence that they have performed dissertation research to receive a passing grade.
- No more than nine hours of Non-Dissertation Res (GEO 698).
- No more than eighteen hours from outside the DGS (including Transferred Credits).

An overall GPA ≥ 3.0 is required for graduate courses. Classes with a grade below a "C" do not count towards the Ph.D. degree. See the UA Graduate School Scholastic Requirements (p. 21).

20% of the student's required course credit may be taken on a *Pass/Fail* basis. 80% must be graded by letter. Taking a class *Pass/Fail* must be approved by the Dissertation Advisor and the instructor of the course.

See the UA (p. 21)Graduate School (p. 21)Degree Requirements (p. 21).

Code and Title		Hours
Introduction Course		
GEO 602	Communicating Geology	3
Graduate Seminars		4
GEO 635	Graduate Seminar	
GEO 636	Graduate Seminar	
Geology Course Options		
GEO 501 through GEO 698		29
Dissertation Research		
GEO 699	Dissertation Research	18
Total Hours		54

Transfer Credit

Ph.D. students may transfer up to eighteen hours of graduate coursework either from previous institutions or credited from a previously earned graduate degree. Students with an M.S. degree can have up to eighteen credits transferred once that degree is verified. Transfer credits will be allowed only on credit that was earned during the six-year period immediately preceding admission to the DGS program. However, if the M.S. degree is older than six years and the student has been working continuously in their major field, then older classes may be eligible.

Only classes with a grade of "B" or higher can be transferred. In order to transfer credit from an M.S. program to the Ph.D. program, the student should indicate this transfer on the Plan of Study form and submit this to the Graduate School.

See the UA Graduate School Degree Requirements. (p. 21)

Doctoral Plan of Study Requirement

Graduate School Information on the Doctoral Plan of Study can be found here. (p. 21)

Dissertation Advisory Committee

Ph.D. students are accepted with an Advisor already assigned. If the faculty member leaves UA after the student is accepted, the Ph.D. student will initially be advised by the Department Chair. The student will identify an area of specialization and an Advisor in the first semester of residence.

The Dissertation Advisory Committee consists of five members: the Dissertation Advisor within the DGS, at least two additional full-time or adjunct faculty members of the DGS, and no more than two external members, who must be approved by the Dissertation Advisor, and who will provide additional supervisory expertise. A dissertation committee can have more than the required five members, but a majority (>50%) must be DGS faculty. All members of the Dissertation Advisory Committee must be Graduate Faculty members.

If the external member does not have a Ph.D., evidence must be provided of their qualifications to serve on the Committee. If an individual is not a member of the DGS Graduate Faculty, they must submit their CV to the DGS Administrative Assistant responsible for the Graduate Program to begin the approval process, which typically takes two or more weeks to complete.

Students are required to meet **each semester** with their Dissertation Advisory Committee, at which time progress toward degree requirements will be evaluated. A student who is not making satisfactory progress will receive a letter from the Dissertation Advisory Committee advising the student how to remedy the matter.

See the UA Graduate School Degree Requirements. (p. 21)

Dissertation Proposal and Proposal Defense

When three independent but associated projects are defined, the student prepares a Dissertation Proposal. This document includes a title page, followed by no more than 15 pages (double-spaced with 12-point Arial or Times New Roman font) containing the body of the proposal. The title page should identify the student, the major field of specialization, the proposed title of the dissertation, the Dissertation Advisory Committee, and the date of document approval by the Dissertation Advisory Committee. The body of the proposal should include an abstract, state the research problem and its significance, provide a concise summary of related previous work, define the objectives of the research, outline the proposed research methods, and discuss the significance of the anticipated results, followed by an estimated timeline. The proposed research should result in at least three publishable manuscripts. The 15-page limit for the Ph.D. Dissertation Proposal includes figures and tables but does not include references.

The Dissertation Proposal Defense must occur in the third semester of the student's graduate program.

The student must distribute the Dissertation Proposal to the Dissertation Advisory Committee at least three weeks before the planned date of the Dissertation Proposal Defense. All members of the Dissertation Advisory Committee must certify that the proposal is ready for defense two weeks before the defense can take place either by signature on the appropriate form or by an email directly to the DGS Administrative Assistant responsible for the Graduate Program. The email from the Committee member must state that the member has read the proposal and approves it for defense.

The Dissertation Proposal Defense is scheduled by the student, in consultation with the Dissertation Advisor, on a weekday that

accommodates the schedules of all five Committee members. One member can be present via teleconferencing. If two or more members need to participate via teleconference, permission must be obtained by the Advisor from the Graduate Program Director by completing the associated form. The student must schedule a three-hour block of time. The purpose of the Dissertation Proposal Defense is to describe plans for the dissertation research and to provide a means to evaluate the potential of the student to plan and carry out the research project. The defense includes an oral presentation of the Dissertation Proposal, focusing on the three projects for the dissertation research. The defense is administered by the Dissertation Advisory Committee, chaired by the Dissertation Advisor, is open to the public, and is thirty minutes long. The open session is followed by a closed session of questioning by the Dissertation Advisory Committee, DGS faculty, and Ph.D.-level Research Staff.

The outcome of the Dissertation Proposal Defense is decided by majority vote of the Dissertation Advisory Committee and attending DGS faculty. Several outcomes are possible. (a) A *Full Pass* entitles the student to proceed with the proposed research with no substantial modification of the research goals, objectives, or planned coursework. However, the Committee may request edits to the proposal. (b) A *Conditional Pass* entitles the student to proceed with the proposed research under conditions stipulated by the Committee. These may include, but are not limited to, specification of coursework, modification of the research plan, or modification of the research objectives. All changes to the research plan and objectives must be included in a revised Dissertation Proposal. (c) A *Fail* requires the student to repeat the Proposal Defense after substantial modifications to the research plan and/or objectives. The defense can only be repeated once. If failed again, the student is dismissed from the DGS Graduate Program. Each of the three outcomes requires an Action Plan agreed upon by the Committee and implemented by the Advisor that details a path forward for the student. This Action Plan lays out strengths, solutions for weaknesses, and expectations from the Committee in the coming years. A timeline will be included for addressing identified weaknesses.

After approval, copies of the Dissertation Proposal must be distributed to the Dissertation Advisory Committee. In addition, a PDF-formatted electronic copy must be provided to the DGS Administrative Assistant responsible for the Graduate Program.

See the UA Graduate School Degree Requirements. (p. 21)

Comprehensive Exams

Research Skills Assessment

The Research Skills Assessment (RSA) takes place within the student's second semester in residence. Two hours are set aside to determine how the student approaches solving problems and to identify knowledge deficiencies. The meeting will be attended by the Graduate Program Committee plus the Advisor. This assessment should not be viewed as an exam but more an evaluation of where a student stands in their scientific development. The Committee will approach this assessment with the main question "How do we help this student succeed?" The results of the assessment will be provided by the Committee in a memo to the student signed by the Graduate Program Director and Department Chair. The results of this assessment includes requirements that must be met before the preliminary exam in the fifth semester, except in extenuating circumstances where a recommended or required class is not offered. This assessment will not be re-administered.

Preliminary Examination

Ph.D. students will submit a draft of their first paper, approved by their Advisor, to their Dissertation Committee by the 5th semester in residence. For this to happen, the research must occur in the 3rd and 4th semesters, with writing of the manuscript prior to and during the 5th semester. The review criteria of the paper will be provided to the student, prior to the examination, by their Advisor. The manuscript must be submitted to the Dissertation Committee three weeks before the proposed Preliminary Examination date. All five Committee members must attend. The date will be advertised to the DGS faculty and any faculty that attends must have read the manuscript to be a voting member. In the Preliminary Examination, a conversation will develop about the manuscript and questions may arise to make sure the student understands concepts addressed in the paper. The student will receive a *Pass*; *Conditional Pass* (need to meet stipulations set forth by the Committee); or *Fail*. The decision will be a majority vote by the Committee and eligible voting faculty members. If necessary, this examination may be repeated in the following semester. All five Committee members must sign a digital form that indicates that they have read the manuscript, participated in the examination, and either *Pass*, *Conditional Pass*, or *Fail* the student. The student is responsible for requesting initiation of this digital form from the DGS Administrative Assistant responsible for the Graduate Program.

Internship Requirements

Some graduate students choose to complete an internship during their graduate studies. The student must receive credit for the internship during the semester in which the internship was undertaken. For example, if the student completes a summer internship, the student must pay summer tuition to get credit for that internship. Ph.D. students may apply a maximum of six credits of internship toward their degree.

Admission to Candidacy Requirements

Applications for Admission to Candidacy can be filed after successful defense of a Dissertation Proposal **and** successful completion of the Preliminary Examination. Acceptance of the application for candidacy by the Graduate School is determined by the removal of any conditions as stated upon admission to the Graduate Program, completion of all required coursework (with the exception of seminar credits) and the recommendation of the DGS. Students on academic probation cannot be admitted to candidacy. Students admitted to Ph.D. candidacy are eligible for award of an M.S. degree en route under Plan II, as described in the Graduate Catalog. It is the student's responsibility to apply for admission to the M.S. program and then apply for the M.S. degree (graduation).

See the UA Graduate School Degree Requirements. (p. 21)

Continuous Enrollment Policy

Once the Application for Admission to Candidacy is submitted to the Graduate School, the Ph.D. student may enroll in Dissertation Research (GEO 699) the following semester.

Ph.D. students must register for a minimum of three dissertation research credits each fall and spring semester until reaching the DGS minimum of eighteen. Thereafter, they must register for a minimum of one dissertation hour each semester, maintaining continuous enrollment in Dissertation Research (GEO 699) every fall and spring semester until degree completion. The only time summer registration is required for dissertation research is when the Ph.D. student is graduating in August or defending the dissertation during the summer semester.

See the UA Graduate School Degree Requirements (p. 21).

Dissertation Requirements

See the UA Graduate School Degree Requirements. (p. 21)

Dissertation

The Ph.D. dissertation reports the results of original research that makes a significant contribution of knowledge to the Earth Sciences. The dissertation must demonstrate the student's ability to conduct independent research, as well as skill in organization and scientific presentation.

Dissertation Preparation and Review

The DGS requires the dissertation be at least three separate, first-authored manuscripts in addition to an introductory chapter and concluding chapter that ties the three papers together. At least two of these manuscripts need to be submitted to a journal by the time of the defense. The Committee realizes that in rare situations (for example, on research cruises) the chief scientist is granted first authorship no matter who writes the paper. The Graduate Program Committee will take this into account on an individual basis.

The student must prepare the dissertation using two sets of guidelines:

1) Graduate School guidelines; 2) format of a scientific journal to which one of the papers was submitted.

Preferred format for the dissertation:

- Title page and abstract with preliminary pages.
- Chapter 1: Introduction for the dissertation describing the overall theme and scientific problem(s) that ties all three manuscripts together, with reference list.
- Chapter 2: Paper 1, including all components (abstract, intro, methods, data, results, interpretations, conclusions, references).
- Chapter 3: Paper 2, including all components (abstract, intro, methods, data, results, interpretations, conclusions, references).
- Chapter 4: Paper 3, including all components (abstract, intro, methods, data, results, interpretations, conclusions, references).
- Chapter 5: Conclusions for the entire dissertation (addressing the questions set forth in Chapter 1).
- Appendices

The student submits drafts of the dissertation to their Advisor. The student and the Advisor will work together and go through several revisions. When it is approved by the Advisor, the dissertation is submitted to the other members of the Dissertation Advisory Committee. Review by the Dissertation Advisory Committee and revisions by the student based on their suggestions may take many weeks. The student must account for this revision time when planning a graduation date. The Committee may also require several revisions before a Dissertation Defense can be scheduled. If a Committee member takes longer than three weeks for a review, a formal complaint should be sent to the Department Chair or the Graduate Program Director.

Dissertation Defense (Final Oral Examination)

When the Dissertation Advisory Committee is satisfied with the dissertation, a Dissertation Defense is scheduled. All five members of the Advisory Committee must sign the relevant digital form or email their consent directly to the DGS Administrative Assistant responsible for the Graduate Program. The email from the Committee member must state that the member has read the dissertation and approves of the defense. The dissertation must be formatted in the Graduate School dissertation format and displayed in the DGS front office two weeks prior to the Defense to allow reading and revision by the remainder of the DGS faculty. Faculty members have the right and responsibility to comment and provide feedback if the dissertation is deficient. It is the

responsibility of the Advisor and the student to schedule the Defense so all five members of the Dissertation Advisory Committee can attend. If a member cannot be present or the external member cannot attend via teleconference, the student must replace that member, and the appropriate paperwork must be filed.

Questions may cover a wider area of Earth Science topics than the dissertation but are generally relevant to the dissertation subject. The exam will be administered by the student's Advisory Committee, and the exam is open to the public. The student will give a presentation (no longer than 45 minutes), emphasizing their results and conclusions. The exam is then opened for questions from the audience, after which additional questions from the Dissertation Committee, DGS Faculty, and Ph.D.-level Research Staff are given in a closed session. All DGS faculty members that attend the exam and subsequent questioning session have the right to vote whether the student passes or fails. This vote is decided by majority and recorded in an electronic form initiated by the Advisor that states the student has *Passed/Failed* the Dissertation Defense. The Dissertation Defense can only occur once and cannot be repeated if failed.

Final Disposition of Dissertation and Dissertation Collections

The Dissertation Advisory Committee and the student must complete the Committee Acceptance Form. By signing this form, the Committee confirms that they have read the final PDF-formatted document and have approved all changes to the manuscript, ensuring the standards of the DGS are upheld.

The final PDF of the dissertation, formatted following Graduate School specifications, must be submitted online via ProQuest to the Graduate School. Deadlines are posted on the Graduate School website. In addition, students are required to provide a PDF dissertation file to the DGS Administrative Assistant responsible for the Graduate Program and the Advisory Committee. The Graduate School may contact the student for additional formatting changes after committee approval and submission to ProQuest.

Samples, data, computer programs, etc. used in dissertation research are the property of the UA unless other arrangements are approved by the Dissertation Advisor. As such, all of these materials must be left with the DGS, and students should check with their Dissertation Advisor before taking proprietary data out of the DGS upon graduation. It is the responsibility of the student to determine whether the Alabama Museum of Natural History wants a collection of dissertation samples. The Dissertation Advisory Committee and the Museum will establish which materials (e.g., rocks, fossils, thin-sections, polished sections, rock powders, etc.) must be cataloged.

Timeline for Degree Completion

A suggested timeline for degree completion is provided by the Graduate Program Director.

All requirements for the Ph.D. degree must be completed within nine years (twenty-seven fall, spring, and summer semesters).

After not enrolling in classes for three years, if a student wants to complete their degree, they must reapply to the DGS Graduate Program.

See the UA Graduate School Degree Requirements. (p. 21)

Academic Progress Policies

Upon appointment, students must have a meeting with their Dissertation Advisory Committee **each semester**. Students not in residence must submit a written progress report each semester. Current and future research efforts will be reviewed to determine if satisfactory progress

has been made toward completion of degree requirements. If the student has not followed the required timeline, the student's research project will be terminated and the Advisory Committee will be disbanded. In the event of project termination, the student must propose an acceptable new research project and complete a dissertation prior to the end of the seven-year Ph.D. candidacy period.

It is not the responsibility of the Advisor, the Graduate Program Director, the Graduate Program Committee, or the Department Chair to ensure that the student has filled out the proper paperwork and submitted the paperwork to meet their deadlines. If the paperwork is filled out incorrectly or a deadline/milestone is missed, the result is a delay in the graduation of the student. To request an extension on any milestone, a memo must be submitted to the Graduate Program Committee. Format for the extension request memo is available from the Graduate Program Director. The memo must contain a proposed timeline acceptable to all parties.

Student Activity Report

At the end of the spring semester, all graduate students are required to submit a report to the DGS detailing their activities throughout the previous year. Activities include abstracts submitted, internships, papers published, conferences/workshops attended, field work, volunteer activities, etc. A form is provided each year for this report. If not completed, the student will be unable to schedule graduate milestones (e.g., dissertation defense).

Academic Misconduct Information

The Graduate Program Committee will address any problems or improper conduct with graduate students brought up by the Department Chair, GTA Supervisor, Faculty Advisor, or other graduate students. Faculty members are mandated reporters, so if there is a Title IX violation, the report will be passed to the Title IX Administrator. Otherwise, a meeting with the Advisor, Department Chair, Graduate Program Committee, and the student will be called to determine if a solution to the problem can be found.

See the UA Graduate School Academic Misconduct Information (p. 7).

Withdrawals and Leave of Absence Information

The DGS has no formal policy for a medical leave of absence. We try to accommodate a semester leave of absence if there is need documented by a medical professional. The Graduate Program Director will require that the student inform the DGS by a certain date in the semester to determine if the student will return to the department in the next semester. If a leave of absence is needed for professional development, the matter needs to be brought to the Graduate Program Committee for a vote.

See the UA Graduate School Withdrawals and Leave of Absence Information (p. 244).

Academic Grievances Information

Procedure for Changing Advisors

Graduate students must schedule a meeting with the Graduate Program Director or the Department Chair if they want to change Advisors. A new Advisor must be identified. The Graduate Program Director/Department Chair will discuss procedures and inform the old Advisor. If the switch happens after the proposal is successfully defended, a new

proposal defense with a new Committee must occur. The timeline will be determined by the Advisor and the Graduate Program Director.

If the Advisor wants to end an Advisor/Advisee relationship with a graduate student, a Committee consisting of the Graduate Program Committee and the student's Committee will be formed to evaluate the situation.

See the UA Graduate School Degree Requirements. (p. 21)

Grades and Academic Standing

See the UA Graduate School Grades and Academic Standing (p. 28).

Graduate School Deadline Information

See the UA Graduate School Deadlines.

Application for Graduation Information

See the UA Graduate School Degree Requirements. (p. 21)

Acquisition of Financial Support

The DGS faculty will vote to admit a limited number of students suitable to the availability of positions within the department. Faculty members with awarded, external research funding may be able to support a graduate research assistant (GRA) for one or more semesters. Alternatively, the DGS has a limited number of graduate teaching assistantships (GTA) available each semester that may be used to financially support incoming students. We note, however, that current students are given priority for these positions. Accepted Ph.D. students are guaranteed ten semesters of funding if requirements are met. The source of financial support may vary from semester to semester.

Eligible students who excel in the program may be nominated by the Department for UA fellowships. Nominees are selected by departmental faculty vote based upon prospective nominee research productivity and academic performance.

All students receiving an assistantship or fellowship must be registered as full-time students. For students on a 0.25 or 0.5 FTE assistantship this equates to at least six hours of coursework during each of the fall and spring semesters. Students on a fellowship must be enrolled in at least nine hours of coursework during each of the fall and spring semesters.

Performance Expectations for Continuing Financial Support

Reasons for revocation of funding include, but are not limited to:

- Failure to pass the required course, Communicating Geology (GEO 602), for a second time with a grade of "C" (see Curricular Requirements).
- Failure of the Research Skills Assessment (RSA) Examination.
- The student displays poor academic performance.
- The student does not adhere to the UA academic honor code.
- The student does not fulfill job duties as a GTA/GRA as specified in the Memorandum of Appointment (MoA).
- The student makes inappropriate remarks or actions toward staff, faculty, other graduate students, or undergraduates.
- The student becomes a danger to others.
- If graduate deadlines/milestones are not met, and the student has not formally requested an extension from the Graduate Program Committee.
- Failure to defend the dissertation proposal by the third semester in residence. Students not receiving financial support in the first three semesters, but seeking aid for subsequent semesters, will not be

- considered for support until a dissertation proposal is successfully defended.
- Failure to pass the second attempt of the Preliminary Examination (1st manuscript defense).
 - If the student is funded as a GRA, changing Advisors will result in the loss of funding. If the student is funded through a GTA and decides to switch Advisors, the GTA position will continue provided that a new research project has been chosen.

Department of History

- Majors
 - History, MA (p. 362)
 - History, PhD (p. 364)

Chair

- Joshua Rothman

Graduate Director

- Daniel Riches

Professors

- John Beeler
- Kari Frederickson
- Lesley Gordon
- Sharony Green
- Holly Grout
- Andrew Huebner
- Lisa Lindquist-Dorr
- Janek Wasserman

Associate professors

- Steve Bunker
- John Giggie
- Lawrence Cappello
- Lucy Kaufman
- Heather Kopelson
- Matthew Lockwood
- Di Luo
- Jimmy Mixson
- Margaret Peacock
- Erik Peterson
- Juan Jose Ponce-Vazquez
- Harold Selesky
- Jenny Shaw
- Sarah Steinbock-Pratt

Assistant professors

- Julia Brock
- Sean Han

HY601 Literature Of American History

Hours 4

No description available

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HY602 Lit American History Sc 1865

Hours 4

Course examines major historical scholarship of American history since the Civil War.

[View All Courses](#)

History, MA

Award-winning and internationally recognized faculty serve graduate students in a program that provides opportunities for close mentorship and advising. With a strong commitment to research and teaching, as well as training the next generation of historians, the faculty have published extensively and are active participants in national and international historical organizations.

Admissions

Admission recommendations for all graduate programs in the Department of History at The University of Alabama are made to the Graduate School based on a composite of subjective and quantitative information, including the applicant's statement of purpose and letters of recommendation, an academic writing sample, the academic standing of the programs in which the applicant has studied, evidence of appropriate college or graduate-level work in history courses, previous grades, and the recommendation of the Graduate Committee of the Department of History. Each application is considered in the context of other applications to the program, with due consideration given to the availability of space in the program. Not every student whose credentials meet stated quantitative standards is admitted.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Course Load

Resident students are expected to register for full loads each semester—at least 9 hours, except in the case of .50 FTE teaching assistants, who must take at least 6 hours. All courses must be numbered 500 or above, but HY 699 Dissertation Research does not count toward the course hour requirement for any graduate degree.

Total Credit Hours

The MA in History requires 30 credit hours of graduate-level coursework.

History Colloquium

All incoming graduate students (MA or PhD), unless specifically exempted by the Graduate Committee, must take the History Colloquium HY 665 Special Studies in the Fall semester of their first year.

Historiography course requirement

All incoming graduate students (MA or PhD), unless specifically exempted by the Graduate Committee, must take at least two of the basic historiography courses (HY 601, HY 602, HY 603, HY 605) in different geographic areas as part of their degree program. :

Code and Title		Hours
HY 601/602	Literature Of American History	4
HY 603	Literature European Hist	4
HY 605	Lit Latin Amercn History	4

Seminar requirement

All MA students who choose Plan II (described under "Requirements for the MA Program" below) must take at least one research seminar.

Plan I - Thesis

	Hours
HY 665 Special Studies (History Colloquium)	4
Historiography Courses:	
Students choose two of the following	8
HY 601 or Literature Of American History	
HY 602 Lit American History Sc 1865	
HY 603 Literature European Hist	
HY 605 Lit Latin Amercn History	
HY 599 Thesis Research	6
Elective Courses	12
HY 600 Teaching History	
HY 602 Lit American History Sc 1865	
HY 606 Prosem Us Histry To 1877	
HY 607 Prosem Us HY Since 1877	
HY 608 Prosem Southern History	
HY 631 Early Mod Brit Eur Hy	
HY 635 Recent Brit Eur History	
HY 639 Prosem Military/Naval Hy	
NOTE: This list is not comprehensive.	
Courses in closely related disciplines may be taken with the approval of the Director of Graduate Studies.	
Total Hours	30

Plan II - Non-Thesis

	Hours
HY 665 Special Studies (History Colloquium)	4
Historiography Courses:	
Students choose two of the following	8
HY 601 or Literature Of American History	
HY 602 Lit American History Sc 1865	
HY 603 Literature European Hist	
HY 605 Lit Latin Amercn History	
Research Seminar	3
HY 698 Directed Research	4
Elective Courses	11
HY 600 Teaching History	
HY 602 Lit American History Sc 1865	
HY 606 Prosem Us Histry To 1877	
HY 607 Prosem Us HY Since 1877	
HY 608 Prosem Southern History	
HY 631 Early Mod Brit Eur Hy	
HY 635 Recent Brit Eur History	
HY 639 Prosem Military/Naval Hy	
NOTE: This list is not comprehensive.	
Courses in closely related disciplines may be taken with approval of the Director of Graduate Studies.	
Total Hours	30

Transfer of Credit

Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program

Advanced undergraduate History majors of exceptional promise may apply to the Accelerated Master's Program in History. Students who meet the entrance requirements, complete the University's core

curriculum, with the foreign language option, complete the required courses for the History major (including HY 497 OR HY 498/HY 499 and the geographic area distribution requirements), and complete 3/4 of the required History major hours, may apply to the Accelerated Master's Program.

Students wishing to apply to the Accelerated Master's Program submit the same application materials as all other applicants to the MA program in History (see "Admission Requirements" above.) Please note that not all applicants who meet eligibility criteria are accepted into the program.

Students in the Accelerated Master's Program fulfill the exact same degree requirements as those in the standard MA program.

Graduate School information on the AMP Program (p. 7).

Comprehensive Examination

The Comprehensive MA exam in History will consist of one hour oral exam based on the submission of a ten-page synthetic essay the student's final Master's Thesis (for Plan I students) or seminar paper (for Plan II students). The examination committee will consist of three faculty members from the Department of History, including the faculty member with whom the student has written his/her thesis or seminar paper, and two other professors with whom the student has taken at least one course. In the event that the student intends to pursue a PhD in the Department of History of The University of Alabama and the potential dissertation advisor is not included in this group, he or she will be added to the examination committee as a fourth member. The use of faculty from outside the department to serve on MA examination committees must be approved well in advance by the Graduate Committee.

The oral exam should follow within two or three weeks of submission of the written material (final version of the thesis/seminar paper and synthetic essay) to the examination committee. The oral exam will last approximately one hour and will consist of questions evenly divided between those on the student's thesis/seminar paper and those on the student's broader coursework (for which the synthetic essay will serve as a starting point).

The examination is graded pass/fail. Two negative votes constitute failure of the examination. History graduate students may repeat failed oral examinations one time only, after an interval specified by the examining committee.

Plan I - Thesis Process

The topic of the thesis will be selected by the student in consultation with his or her advisor. After the topic has been agreed upon, the student will prepare a prospectus describing the topic and the proposed plan of approach, including the principal sources to be used. Copies of the prospectus will be distributed to the student's advisory committee, which shall consist of three members, all of whom must indicate their acceptance of the topic.

Students writing a thesis must enroll in 6 credit hours of HY 599 Thesis Research.

The final defense of the thesis will take place as part of the student's Comprehensive Examination (see "Comprehensive Examination" above.)

Plan II - Non-Thesis Process

Plan II students will complete a Research Seminar and write an article-length seminar paper based on original historical research (see "Curricular Requirements" above.) A discussion of the student's

final seminar paper will form an integral portion of the student's Comprehensive Examination (see "Comprehensive Examination" above.)

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

Any student who receives 6 hours of "C" grades or 3 hours of "D" or "F" grades in history courses may be dismissed from the program. A student that is dismissed from the program may petition the Graduate Committee for reinstatement.

A student on probation or whose transcript carries a grade of "I" will ordinarily be ineligible for a teaching assistantship or other departmental financial support.

Additional Academic Requirements

Foreign Language Proficiency requirement

MA students in History are required to demonstrate reading proficiency in one foreign language. Students may fulfill this requirement by passing a translation examination administered by the Department of Modern Languages and Classics, or by passing a translation examination administered by a faculty member in the Department of History with the requisite expertise in the language. MA students must pass their language exams before taking their comprehensive examinations.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

History, Ph.D.

Award-winning and internationally recognized faculty serve graduate students in a program that provides opportunities for close mentorship and advising. With a strong commitment to research and teaching, as well as training the next generation of historians, the faculty have published extensively and are active participants in national and international historical organizations.

Admissions

Admission recommendations for all graduate programs in the Department of History at The University of Alabama are made to the Graduate School based on a composite of subjective and quantitative information, including the applicant's statement of purpose and letters of recommendation, an academic writing sample, the academic standing of the programs in which the applicant has studied, evidence of appropriate college or graduate-level work in history courses, previous grades, and the recommendation of the Graduate Committee of the Department of History. Each application is considered in the context of other applications to the program, with due consideration given to the availability of space in the program. Not every student whose credentials meet stated quantitative standards is admitted.

Students applying to the PhD program are expected to have academic records of particular distinction, and must also be endorsed by a faculty member in the Department of History prepared to serve as chairperson of the student's dissertation committee.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Course load

Resident students are expected to register for full loads each semester—at least 9 hours, except in the case of .50 FTE teaching assistants, who must take at least 6 hours. All courses must be numbered 500 or above, but HY 699 Dissertation Research does not count toward the course hour requirement for any graduate degree.

Total credit hours

The PhD in History requires 54 credit hours of graduate-level coursework and 24 hours of dissertation research.

History Colloquium

All incoming graduate students (MA or PhD), unless specifically exempted by the Graduate Committee, must take the History Colloquium (HY 665) in the Fall semester of their first year.

Historiography course requirement

All incoming graduate students (MA or PhD), unless specifically exempted by the Graduate Committee, must take at least two of the basic historiography courses (HY 601, HY 602, HY 603, HY 605) in different geographic areas as part of their degree program.

Historiography Courses		Hours
HY 601	Literature Of American History	4
HY 602	Lit American History Sc 1865	4
HY 603	Literature European Hist	4
HY 605	Lit Latin Amercn History	4

NOTE: only ONE of HY601/HY602 may count towards fulfilling this requirement

Seminar requirement

All doctoral students must complete at least two research seminar papers. One seminar paper or master's thesis completed during the student's MA program may count towards fulfilling this requirement.

Code and Title		Hours
History Colloquium		
HY 665	Special Studies	4
Historiography Courses		8

Students choose two of these, from different geographic regions		
HY 601	Literature Of American History	4
HY 602	Lit American History Sc 1865	4
HY 603	Literature European Hist	4
HY 605	Lit Latin Amercn History	4
Research Seminar(s)		4-8
PhD students must complete two, though may substitute a seminar paper or thesis written in a master's program for one of them		
Elective Courses		
HY 600	Teaching History	1
HY 606	Prosem Us Histry To 1877	4
HY 607	Prosem Us HY Since 1877	4
HY 608	Prosem Southern History	4
HY 631	Early Mod Brit Eur Hy	4
HY 635	Recent Brit Eur History	4
HY 639	Prosem Military/Naval Hy	4
HY 697	Directed Readings	1-4
HY 698	Directed Research	1 to 4
NOTE: This list is not comprehensive		
Courses in closely related disciplines may be included with the approval of the Director of Graduate Studies.		
Dissertation Research		24
Total Hours		78

Transfer of Credit

Graduate School information Transfer Credit (p. 21).

Doctoral Plan of Study

Graduate School information on the Doctoral Plan of Study (p. 21).

Comprehensive Examination

The Department of History offers the following Ph.D. fields:

- United States History to 1877
- United States History Since 1877
- European History to 1815
- European History Since 1815
- Latin American History
- History of the U.S. South
- Military and Naval History
- History of Race
- Religious History
- Women's and Gender History

PhD students may also create their own thematic fields, the exact contours of which will be settled in consultation with the student's dissertation director and the Graduate Committee, provided that there are professors in the department who specialize in that area. Thematic fields may include material that crosses both geographic and chronological boundaries.

PhD students must test in both chronological halves of the history of their area of primary geographic focus (American, European, or Latin American) with an 'earlier' and a 'modern' faculty member respectively. Each student will also be required to test in two other fields, at least one of which must have a center of gravity not in the same geographic

region as the student's chief expertise. Students will select their fields in consultation with their dissertation director and the Director of Graduate Studies.

The comprehensive examinations consist of separate, eight-hour written examinations administered by each of the four faculty members on the student's exam committee, and a two-hour oral examination taken with the exam committee as a whole.

The written and oral exams in each field are considered a unit, which the student will pass or fail as a whole. The student must pass all four fields in order to pass the examination. A minimum of six months must elapse before the student may repeat a failed examination, the time being set by the examining committee. In cases where a student passes some but not all fields, the examining committee will determine whether the student must repeat the exam as a whole, or only the field(s) in which the student failed. A student is permitted to repeat a failed examination one time only.

Students who fail their first examination and wish to make changes to their examining committee before retaking the examination must submit a written request to the Director of Graduate Studies detailing the reasons for the proposed change. The Director of Graduate Studies, in consultation with the departmental Graduate Committee and the student's main advisor/dissertation director, will decide on the merits of the case whether or not to grant permission for the changes to be made.

Graduate School information on Comprehensive Exams (p. 21).

Admission to Candidacy Requirements

PhD students in the Department of History are admitted to candidacy after the successful completion of their Comprehensive Examinations (see Comprehensive Examinations above) and successful defense of their dissertation prospectus (see Dissertation below).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

Dissertations are to be based upon research in history and make an original contribution to knowledge. Each doctoral student will select and obtain approval for a dissertation topic in consultation with their advisors. After the topic has been agreed upon, the student will prepare a prospectus describing the topic and the proposed plan of approach, including the principal sources to be pursued. The student will defend the dissertation prospectus before the dissertation committee in a one-hour oral defense. Once the prospectus has been successfully defended and approved by majority vote of the dissertation committee the student will advance to PhD candidacy.

The Graduate School requires each student admitted to candidacy for the PhD to pursue completion of the dissertation without interruption by enrolling each semester in HY 699 Dissertation Research for at least 3 credit hours. The student must register for a total of at least 24 hours of dissertation research.

Final dissertation defense

The candidate must pass an oral examination on the dissertation in accordance with the rules of the Graduate School. Dissertation committees in History consist of four faculty members from the Department of History plus one additional member from outside the Department of History. Two negative votes constitute failure of the dissertation defense, which the student may repeat one time only, after an interval specified by the dissertation committee.

Graduate School information on Dissertation Requirements (p. 21).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Student Progress Requirement

Any student who receives 6 hours of "C" grades or 3 hours of "D" or "F" grades in history courses may be dismissed from the program. Students who are dismissed from the program may petition the Graduate Committee for reinstatement.

A student on probation or whose transcript carries a grade of "I" will ordinarily be ineligible for a teaching assistantship or other departmental financial support.

Additional Academic Requirements

Foreign Language Proficiency requirement

PhD students in American History are required to demonstrate reading proficiency in one foreign language. PhD students in fields other than American History must demonstrate reading proficiency in two foreign languages. Students may fulfill this requirement by passing a translation examination administered by the Department of Modern Languages and Classics, or by passing a translation examination administered by a faculty member in the Department of History with the requisite expertise in the language. PhD students must pass their language exams before taking their PhD comprehensive examinations.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Department of Mathematics

- Majors
 - Mathematics, MA (p. 369)
 - Applied Mathematics, PhD (p. 367)
 - Mathematics, PhD (p. 371)

Chair

- Giorgi, Tiziana

Graduate Director

- Shubin Dai

Professors

- Corson, Jon M.
- Cruz-Urbe, David
- Dai, Shubin
- Giorgi, Tiziana
- Gleason, Jim
- Halpern, David C.M.J.
- Moen, Kabe
- Sidje, Roger
- Smits, Robert
- Sun, Min
- Zhao, Shan
- Zhu, Wei

Associate Professors

- Chen, Yuhui
- Ferguson, Tim
- Lee, Kyungyong
- Makowski, Martha
- Nyugen, Hai-Dang
- Rasoulzadeh, Mojdeh
- Roberts, Lawrence
- Tosun, Bulent
- Wang, Chuntian

Assistant Professors

- Alvarez, Ulysses
- Bortz, Simon
- Polstra, Thomas
- Ramadan, Abba
- Shao, Yuanzhen
- Sun, Zheng
- Wang, Yiran
- Zhao, Jia

MATH503 Algebraic Structures for Secondary Teachers Hours 3

Explore the interconnections between the algebraic, analytic, and geometric areas of mathematics with a focus on properties of various number systems, importance of functions, and the relationship of algebraic structures to solving analytic equations. This exploration will also include the development and sequential nature of each of these branches of mathematics and how it relates to the various levels within the algebra mathematics curriculum.

Prerequisite(s): C- or higher in MATH 237 and C- or higher in MATH 301

MATH504 Topics Mod Math Teachers SP

Hours 1-3

Diverse mathematical topics designed to enhance skills and broaden knowledge in mathematics for secondary mathematics teachers.

Special Topics Course

[View All Courses](#)

Applied Mathematics, PhD

The Applied Mathematics PhD program is a joint program with The University of Alabama in Birmingham and The University of Alabama in Huntsville.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A resume/CV
- 3 letters of recommendation.

Scores on the general test of the GRE are optional. We encourage applicants to submit GRE scores if they think doing so will boost their chance of getting admitted. However, applications with and without GRE scores will both get full consideration.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Students must complete 54 coursework hours and 24 dissertation research hours in order to qualify for the PhD in Applied Mathematics. The grade of each course has to be at least a B. The student's supervisory committee and the Joint Program Committee must approve the selection of all these courses. At least 18 hours must be in a major area of concentration, selected so that the student will be prepared to conduct research in an area of applied mathematics, while at least 12 hours have to be in a minor area of study, which is a subject outside mathematics.

Code and Title

A major area of applied mathematics

Hours

18

These 18 credit hours can come from any of the following courses. This is not an exhaustive list courses options. Other options may include from The University of Alabama in Huntsville and The University of Alabama in Birmingham may be selected with advisor approval.

MATH 510 Numerical Linear Algebra

MATH 511 Numerical Analysis I

MATH 512 Numerical Analysis II

MATH 520 Linear Optimization Theory

MATH 521 Non-Linear Optimization Theory

MATH 541 Boundary Value Problems

MATH 554 Advanced Math Statistics I

MATH 555 Advanced Math Statistics II

MATH 557 Stochastic Processes I

MATH 559 Stochastic Processes II

MATH 610 Iterative Meth Linear Sys

MATH 611 Numerical PDEs

MATH 642 Partial Diff Equations I

MATH 643 Partial Diff Equations II

A minor area of study

12

These 12 credit hours can come from graduate level courses offered by the Departments of Physics, Computer Science, Aerospace Engineering and Mechanics, Chemical and Biological Engineering, Economics, or Applied Statistics.

Additional Courses

24

Additional courses are available to students that provide the foundation to do research at the PhD level. Students with an uneven preparation at the undergraduate level may be advised to take foundation courses before proceeding with the program above. See the preliminary test requirements listed above. Only courses with numbers above 500 are accepted for graduate credit; however, some courses have dual numbers so that they can be taken for either undergraduate or graduate credit. For example, students cannot take both MATH 465 and MATH 565 for credit. This situation may apply to students who have been undergraduates at UA. Also, be aware that some 500-level courses may count toward the Master's degree requirement, but not toward the PhD requirement.

Dissertation

24

MATH 699 Dissertation Research

Transfer Credit

See the Graduate School policy (p. 21).

Doctoral Plan of Study Requirement

The programs of study require prior approval by the Joint Program Committee. See also the Graduate School Policy on the Doctoral plan of study. (p. 21)

Joint Program Examinations

Every student planning to earn the PhD in Applied Mathematics must pass the two Joint Program Examinations. One exam covers real analysis. The other exam covers linear algebra and numerical linear algebra.

The exams are administered twice a year. During each administration, a student may take one or both of the exams. A single exam may be attempted at most twice, with a maximum of three attempts allowed for passing both exams; those who do not will be dropped from the program.

Comprehensive Exam

Students will take the Comprehensive Qualifying Examination after three years of graduate studies. The examination will cover the program of study, with a written and an oral component, and will be jointly prepared and graded by the student's Graduate Study Supervisory Committee. This will consist of six faculty members: the student's advisor serves as Committee Chair; two others from the student's home department; one faculty member from each of the Mathematics departments at UAB and UAH; and one from outside the department in the student's minor area. The written component will consist of three parts; two parts will be devoted to the student's major area, and one part will be devoted to his minor area. Three hours will be allowed for each part. The oral portion will cover the entire program of study. Copies of old exams are available on the department's website.

If the judgment of the Supervisory Committee is that the student's performance on the test is not satisfactory, then they may, at their discretion, and without obligation, elect to give the test at most one additional time. The second test, if given, will conform to the above policies for the first test. Students must pass both the written and oral component by the end of their fourth year of full-time graduate studies; those who do not will be dropped from the program.

Admission to Candidacy Requirements

Advancing to candidacy requires the passing of the joint program examinations, the language requirement, the comprehensive exam, the

completion of all the course- work as listed on the approved plan of study, and the approval of the dissertation subject by the supervisory dissertation committee.

Continuous Enrollment Policy

See the Graduate School policy (p. 21).

Dissertation Requirements

See the Graduate School policy (p. 21).

Time Limits for Degree Completion Requirements

See the Graduate School policy (p. 21).

Student Progress Requirements

Coursework may be finished within two years after the Qualifying Exam. Research should be started while coursework is still underway. Typically, work on the thesis itself takes 12-18 months. Therefore, depending on your background, it can take four to six years to obtain both the M.S. and the Ph.D. degree.

Additional Requirements

Language Requirement

The language requirement for each student will be set by the Joint Program Committee with the approval of the appropriate Graduate Dean.

Academic Misconduct Information

See the Graduate School Policy (p. 7).

Withdrawals and Leave of Absence Information

See the Graduate School Policy (p. 244).

Academic Grievances Information

See the Graduate School Policy (p. 255).

Grades and Academic Standing

See the Graduate School Policy (p. 28).

Graduate School Deadlines Information

See the Graduate School Deadlines.

Application for Graduation Information

See the Graduate School Policy on application for graduation (p. 21).

Financial assistance is available to all graduate students on a competitive basis, and is subject to availability of funding, continued good progress towards obtaining a degree and a good employment record. The forms of financial assistance usually include graduate teaching assistantships (GTA), graduate research assistantships (GRA), and fellowships. The offer of any assistantships is contingent upon receipt of acceptable results on a pre-employment background report.

Eligible students who excel in the program may be nominated by the Department for UA fellowships. Nominees are selected by a committee consisting of departmental faculty, and are based upon prospective nominee research productivity, academic performance, and contributions to the Department.

Stipend and Benefits of Graduate Teaching Assistants

The appointment as a Graduate Teaching Assistant (GTA) pays a monthly stipend that is equally distributed through the academic year (fall and spring). It also provides a 100% full-time tuition scholarship for up to 15 credits in each of the fall and spring semesters, a single coverage health insurance, and payment of college and departmental fees. The stipend and amounts used to pay health insurance and college and departmental fees are taxable. All amounts are subject to change by The University of Alabama Trustees.

Continuation of the GTA position at any time is contingent upon continued enrollment in the PhD program in mathematics, the availability of funding, satisfactory progress toward the degree objectives, remaining in academic good standing, and satisfactorily completing the duties associated with this assistantship.

Duties of Graduate Teaching Assistants

Each GTA will be required to work an average of 20 hours per week under the supervision of the Graduate Program Director. This constitutes a full-time equivalency appointment (FTE) of 0.50 (50%). The specific assignments and duties, determined by the supervisor, will be included in the Memorandum of Appointment.

The workload for a GTA (with 0.50 FTE) is six credits of teaching per semester. This translates into the teaching of two 3-credit courses (0.25 FTE each), or an equivalency of the combination of classroom and non-classroom duties. The workload for a half GTA (with 0.25 FTE) is the teaching of one 3-credit course (0.25 FTE), or an equivalency of the combination of classroom and non-classroom duties.

With the approval of the Graduate Program Director and the Department Chair, lower division courses are assigned by the Director of Lower Division Instruction, and tutoring/proctoring duties are assigned by the Supervisor of Tutors and Proctors. GTAs need to talk to the Graduate Program Director if they have concerns about their duty assignments.

Performance Expectations for Continuing Financial Support

Because a PhD usually requires at least five years of full-time study, financial support is ordinarily provided for a duration of five years. A sixth year of funding is made available on a case by case basis. Requests for extensions of financial support into the 7th year or above are generally not considered.

All the following requirements must be met for financial support to be renewed.

1. Students must carry out the teaching and/or other duties assigned to them by the department and the university.
2. Students must meet the following expectations on academic progress:
 - a. Students must maintain a 3.0 GPA or better throughout the program.
 - b. Students must satisfy the first year coursework and preliminary exam requirements by the start of the second year.
 - c. Students must pass either two written qualifying exams or the comprehensive exam by the start of their fourth year.
 - d. Students must have a dissertation proposal that is approved by their dissertation committee by the start of their fifth year.

- e. Students must report substantial progress in their dissertation research work to their dissertation committee by the end of the fifth year.

If all above requirements are satisfied and the student’s advisor is content with the student’s progress, the advisor may request an extension for a 6th year of support. This request must be made before the end of the semester before the last semester of funding.

Conditions for Termination of Financial Support

Students who meet one or more of the following criteria will result in prorated stipend, the termination of their assistantships, or the suspension from the graduate program.

1. Failing to carry out the teaching and/or other duties assigned to them by the department and the university. Examples of failing to carry out duties include, but are not limited to
 - a. Failure to teach assigned classes or perform assigned duties in the MTLC.
 - b. Failure to consult with course coordinator or the Director of Lower Division Instruction about changes to their courses.
 - c. Failure to consult with the Supervisor of Tutors and Proctors or the MTLC Lab Coordinator about changes to MTLC schedules or duties.
 - d. Leaving before the end of the semester (defined as the date grades are due) or returning after the Monday before classes start without permission of the MTLC Lab Coordinator and the Graduate Program Director.
2. Failing to meet the expectations on academic progress described in Performance Expectations for Continuing Financial Support.
3. Resolved finding of Academic Misconduct. Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.

Mathematics, MA

The Master of Arts degree in Mathematics covers the basic graduate curriculum in Mathematics, and also allows students to undertake some more specialized training in an area of interest. A typical program of study will include fundamental courses in real analysis and linear algebra, followed by more advanced graduate courses in pure and applied mathematics. With a good educational background, it takes approximately two years to complete the requirements for a Master’s degree.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A resume/CV
- 3 letters of recommendation.

Scores on the general test of the GRE are optional. We encourage applicants to submit GRE scores if they think doing so will boost their chance of getting admitted. However, applications with and without GRE scores will both get full consideration.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

All students are required to take four master’s core courses and one PhD year-long core sequence. In addition, there is a breadth requirement under which students need to take at least one more graduate level course in mathematics at the 500-level or 600-level, with the exception of courses beginning with 50. Students may fulfill the remaining credits by taking other Mathematics courses. With the approval of the Graduate Program Director, students may take courses in related areas such as Computer Science, Education, Finance, or Physics. Students should consult the Director of Graduate Programs if they wish to place out of any of the above requirements. The list of requirements is given below.

Course Requirements	Hours
Master’s Core Courses	12
MATH 530 Data Science and Programming or MATH 57Prin Modern Algebra I	
MATH 572 Advanced Linear Algebra	
MATH 586 Intro Real Analysis I	
MATH 587 Intro Real Analysis II	
Select one of the following PhD core sequences	6
Algebra	
MATH 571 Prin Modern Algebra II & MATH 57:and Abstract Algebra I	
Real Analysis	
MATH 680 Real Analysis I & MATH 68:and Real Analysis II	
Topology	
MATH 565 Intro General Topology & MATH 56:and Intro Algebraic Topology	
Numerical Analysis	
MATH 511 Numerical Analysis I & MATH 51:and Numerical Analysis II	
Optimization	
MATH 520 Linear Optimization Theory & MATH 52:and Non-Linear Optimization Theory	
Mathematical Statistics	
MATH 554 Advanced Math Statistics I & MATH 55:and Advanced Math Statistics II	
Partial Differential Equations	
MATH 541 Boundary Value Problems & MATH 64:and Partial Diff Equations I	
Breadth Requirement	3
One additional 3 hour course in mathematics at the 500-level or 600-level with the exception of courses beginning with 50.	
Research Requirements	6
Under Plan I, students will take 6 hours of MATH 599. Under Plan II, students will take one more elective course and 3 hours of MATH 598	
Elective Courses	3
Elective courses of approved graduate level coursework. This include all math courses at the 500-level and 600-level with the exception of courses beginning with 50. Non-Math courses include but not limited to AEM 520, BER 642, BER 646, EC 570, EC 660, FI 519, ST 531, ST 552, or ST 561.	

Master's en route to PhD

Students pursuing a PhD degree in Mathematics may be awarded a Master's degree after passing the PhD Qualifying Exams or Comprehensive Exam, completing 30 hours in graduate coursework and fulfilling the core course requirements. See the Graduate School policy on Master's En Route for more information.

Transfer Credit

See the Graduate School policy (p. 15).

Accelerated Master's Program

See the Accelerated Master's Program (p. 7).

Plan I Requirements

Plan I requires successful completion of 24 semester hours of course work, and a thesis (6 hours of MATH 599) supervised by a graduate faculty member in Mathematics. A student planning to graduate in the Spring semester ought to start thinking about the thesis topic as early as possible, and no later than in early Fall of the preceding year. The thesis must be defended in front of a committee, and then submitted electronically on line through ProQuest once it has been approved by the committee. Please note that a copy of the thesis or project must be available to each committee member at least two weeks prior to the presentation.

Plan II Requirements

Plan II requires 27 semester hours of courses and 3 hours of work (MATH 598) devoted to a project supervised by a member of the graduate faculty in Mathematics. The project does not have to be based on original work, and can be an extensive literature review of a particular field of Mathematics. The project can be started in the semester that a student plans to graduate. A copy of the project approved by a faculty member must be provided to the main office. The student should also provide a pdf file. The project should be in 12pt font and single-spaced. Students are required to write their theses in LaTeX, which they should have used in many of their courses. A workshop on how to use LaTeX and its derivatives is offered (by the University Library specifically for graduate students in mathematics) at the beginning of each academic year. A skeleton template LaTeX file can be obtained from the UA Box to help students get started.

Comprehensive Exam

See plan II requirements for information on the comprehensive examination.

Time Limits for Degree Completion Requirements

See the Graduate School policy (p. 15).

Student Progress Requirements

Ideally a student successfully complete the core courses in Year 1, and all other requirements in Year 2.

Academic Misconduct Information

See the Graduate School Policy (p. 7).

Withdrawals and Leave of Absence Information

See the Graduate School Policy (p. 244).

Academic Grievances Information

See the Graduate School Policy (p. 255).

Grades and Academic Standing

See the Graduate School Policy (p. 28).

Graduate School Deadlines Information

See the Graduate School Deadlines.

Application for Graduation Information

See the Graduate School Policy on application for graduation (p. 15). (p. 21)

Financial assistance is available to all graduate students on a competitive basis, and is subject to availability of funding, continued good progress towards obtaining a degree and a good employment record. The forms of financial assistance usually include graduate teaching assistantships (GTA), graduate research assistantships (GRA), and fellowships. The offer of any assistantships is contingent upon receipt of acceptable results on a pre-employment background report.

Eligible students who excel in the program may be nominated by the Department for UA fellowships. Nominees are selected by a committee consisting of departmental faculty, and are based upon prospective nominee research productivity, academic performance, and contributions to the Department.

Stipend and Benefits of Graduate Teaching Assistants

The appointment as a Graduate Teaching Assistant (GTA) pays a monthly stipend that is equally distributed through the academic year (fall and spring). It also provides a 100% full-time tuition scholarship for up to 15 credits in each of the fall and spring semesters, a single coverage health insurance, and payment of college and departmental fees. The stipend and amounts used to pay health insurance and college and departmental fees are taxable. All amounts are subject to change by The University of Alabama Trustees.

Continuation of the GTA position at any time is contingent upon continued enrollment in the master's program in mathematics, the availability of funding, satisfactory progress toward the degree objectives, remaining in academic good standing, and satisfactorily completing the duties associated with this assistantship.

Duties of Graduate Teaching Assistants

Each GTA will be required to work 20 hours per week under the supervision of the Graduate Program Director. This constitutes a full-time equivalency appointment (FTE) of 0.50 (50%). The specific assignments and duties, determined by the supervisor, will be included in the Memorandum of Appointment.

The workload for a GTA (with 0.50 FTE) is six credits of teaching per semester. This translates into the teaching of two 3-credit courses (0.25 FTE each), or an equivalency of the combination of classroom and non-classroom duties. The workload for a half GTA (with 0.25 FTE) is the

teaching of one 3-credit course (0.25 FTE), or an equivalency of the combination of classroom and non-classroom duties.

With the approval of the Graduate Program Director and the Department Chair, lower division courses are assigned by the Director of Lower Division Instruction, and tutoring/proctoring duties are assigned by the Supervisor of Tutors and Proctors. GTAs need to talk to the Graduate Program Director if they have concerns about their duty assignments.

Performance Expectations for Continuing Financial Support

Because a master’s degree usually requires two years of full-time study, financial support is ordinarily provided for a duration of two years. Requests for extensions of financial support into the 3rd year or above are generally not considered.

All the following requirements must be met for financial support to be renewed.

1. Students must carry out the teaching and/or other duties assigned to them by the department and the university.
2. Students must meet the following expectations on academic progress:
 - a. Students must maintain a 3.0 GPA or better throughout the program.
 - b. Students must make substantial progress toward completing all program requirements by the end of the second year.

Conditions for Termination of Financial Support

Students who meet one or more of the following criteria will result in prorated stipend, the termination of their assistantships, or the suspension from the graduate program.

1. Failing to carry out the teaching and/or other duties assigned to them by the department and the university. Examples of failing to carry out duties include, but are not limited to
 - a. Failure to teach assigned classes or perform assigned duties in the MTLC.
 - b. Failure to consult with course coordinator or the Director of Lower Division Instruction about changes to their courses.
 - c. Failure to consult with the Supervisor of Tutors and Proctors or the MTLC Lab Coordinator about changes to MTLC schedules or duties.
 - d. Leaving before the end of the semester (defined as the date grades are due) or returning after the Monday before classes start without permission of the MTLC Lab Coordinator and the Graduate Program Director.
2. Failing to meet the expectations on academic progress described in Performance Expectations for Continuing Financial Support.
3. Resolved finding of Academic Misconduct. Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.

Mathematics, Ph.D.

The PhD degree in Mathematics is intended as a research degree and is awarded based on scholarly proficiency (as demonstrated by course work and the written Qualifying Exams or the Comprehensive Exam) and the

ability to conduct independent, original research (demonstrated by the PhD dissertation).

Admissions

The Doctor of Philosophy degree in Mathematics is intended as a research degree and is awarded based on scholarly proficiency (as demonstrated by course work and the Qualifying Examination) and the ability to conduct independent, original research (demonstrated by the PhD dissertation).

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A resume/CV
- 3 letters of recommendation.

Scores on the general test of the GRE are optional. We encourage applicants to submit GRE scores if they think doing so will boost their chance of getting admitted. However, applications with and without GRE scores will both get full consideration.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Students must complete 48 credit hours of graduate level courses with a minimum of 39 hours in mathematics. All math courses starting with 50 and the following courses do not count toward this degree: MATH 530 Data Science and Programming, MATH 551 Math Stats W/Applictn I, MATH 552 Math Stats W/Applictn II, MATH 570 Prin Modern Algebra I, MATH 572 Advanced Linear Algebra, MATH 585 Intro Complex Variables, MATH 586 Intro Real Analysis I, MATH 587 Intro Real Analysis II, and MATH 591 Teaching College Math (except Math Education students).

Most of the courses required for a master’s degree, but not all, are part of the approved collection. The student’s program of study must be approved by the Graduate Program Director, in consultation with the student’s dissertation advisor. Sample study plans for students wishing to focus in Algebra, Analysis, Scientific Computing, PDE, Topology, Math Education, or Optimization can be found in the Graduate Student Toolkit.

Coursework Requirements	Hours
Qualifying Exam Sequences (Choose 2)	12
Algebra	
MATH 571 Prin Modern Algebra II & MATH 573and Abstract Algebra I	
Boundary Value Problems and Partial Differential Equations	
MATH 541 Boundary Value Problems & MATH 642and Partial Diff Equations I	
Numerical Analysis	
MATH 511 Numerical Analysis I & MATH 512and Numerical Analysis II	
Real Analysis	
MATH 680 Real Analysis I & MATH 681and Real Analysis II	
Topology	
MATH 565 Intro General Topology & MATH 566and Intro Algebraic Topology	
Additional Sequences	6

Students need to take one more sequence, from either the qualifying exam sequences or the following additional sequences.

Mathematical Statistics	
MATH 554 Advanced Math Statistics I & MATH 555 Advanced Math Statistics II	
Optimization	
MATH 520 Linear Optimization Theory & MATH 521 Non-Linear Optimization Theory	
Additional Courses (choose 10)	30
Besides the sequences, additional courses are available to students that provide the foundation to do research at the PhD level.	
MATH 510 Numerical Linear Algebra	
MATH 538 Topics in Mathematics	
MATH 557 Stochastic Processes I	
MATH 559 Stochastic Processes II	
MATH 560 Intro Differential Geom	
MATH 588 Theory Diff Equations I	
MATH 593 Collegiate Math Education Rsrc	
MATH 597 Directed Individual Studies	
MATH 598 Non-Thesis Research	
MATH 610 Iterative Meth Linear Sys	
MATH 611 Numerical PDEs	
MATH 638 Advanced Topics in Mathematics	
MATH 643 Partial Diff Equations II	
MATH 648 Topics in PDE	
MATH 661 Algebraic Topology I	
MATH 674 Abstract Algebra II	
MATH 677 Topics Algebra I	
MATH 683 Complex Analysis I	
MATH 684 Complex Analysis II	
MATH 686 Functional Analysis I	
MATH 688 Topics in Analysis	
MATH 697 Directed Studies: Adv Topics	
MATH 698 Non-Dissertation Research	
Dissertation	18
MATH 699 Dissertation Research	
Total Hours	66

Transfer Credit

See the Graduate School policy (p. 21).

Doctoral Plan of Study Requirement

See the Graduate School Policy on the Doctoral plan of study. (p. 21)

First Year Coursework and Preliminary Examination

All first year PhD students are required to attend a weekly seminar about first year experience of graduate school, led by a full or associate graduate faculty member. In addition, they are required to take two master's core sequences:

- (1) MATH 586 Intro Real Analysis I, MATH 587 Intro Real Analysis II, and either
- (2a) MATH 572 Advanced Linear Algebra and MATH 570 Prin Modern Algebra I, or

(2b) MATH 572 Advanced Linear Algebra and MATH 530 Data Science and Programming.

For MATH 572 and MATH 586, in addition to regular lectures there are also weekly discussion sessions led by TA. Students must attend the discussion sessions as well as the lectures. Students are required to obtain at least a grade of B and at least 75% in the final exams of all master's core courses. Those who do not will be required to take the corresponding preliminary exams in the August after the first year. Students may also test out of these two core sequences by taking and passing the corresponding preliminary exams.

The final exams for MATH 586, MATH 587, MATH 572, MATH 570, and MATH 530 will be prepared and graded by exam committees appointed by the Graduate Program Committee, in consultation with the department chair. Each course will have an exam committee consisting of three members: the instructor of the course and two additional faculty members. All three members must be full or associate members of the graduate faculty.

In the first fall semester, all students who are supported as GTA must take MATH 502 Teaching Workshop and two regular graduate courses, MATH 586 and MATH 572. Students who are supported as GRA are not required to take MATH 502, but are required to take at least two regular courses (MATH 586, MATH 572), and are recommended to take one more regular course. Students who are supported by fellowships are not required to take MATH 502 but are required to take at least three regular courses (MATH 586, MATH 572, and one more regular course).

The math department offers three preliminary exams (PEs):

- Analysis Exam that is based on MATH 586 and MATH 587.
- Linear Algebra and Data Science and Programming Exam that is based on MATH 572 and MATH 530.
- Linear Algebra and Principles of Modern Algebra Exam that is based on MATH 572 and MATH 570.

The PEs are offered once a year in August and are prepared and graded by the exam committees for MATH 586, MATH 587, MATH 572, MATH 570, MATH 530, respectively. Students must receive 75% or above to pass the preliminary exams. First year students can choose to test out of one or both master's core sequences by taking and passing one or both PEs on arrival. If they pass one or both PEs, then they are exempted from taking the corresponding courses. Otherwise, they must take the courses.

PhD Students must either test out of the master's core sequences, or get at least a B and receive at least 75% in the final exams of all of the corresponding courses, or pass the corresponding PEs by the August after their first full academic year of PhD studies in the Department of Mathematics at The University of Alabama; those who do not will not be able to continue in the PhD program and will have to transfer to the master's program.

The PhD Qualifying or Comprehensive Exams

PhD students must fulfill one of the following two options no later than the August after their third year of PhD studies in the Department of Mathematics at The University of Alabama; those who do not will not be able to continue in the PhD program. They may choose to move to the master's program.

Option 1: Pass two written qualifying exams from five subjects: Algebra, Topology, Real Analysis, Numerical Analysis, and Partial Differential Equations.

Written qualifying exams are given twice a year, in January and August respectively, lasting four hours each. Students may take no more than two qualifying exams at a time, and they have at most three attempts in each qualifying exam. Although not recommended, it is allowed for students to take different subjects in different testing periods. However, doing so will not extend the deadline of passing two exams beyond the August after their third year. If a dispute arises, the final interpretation of the exam rules and scores will be made by the Graduate Program Committee.

Each exam is written and graded by a committee appointed by the Graduate Program Committee, in consultation with the department chair. To guarantee independence and avoid conflict of interests, each committee will, if possible, consist of two faculty members who are not instructors of the corresponding courses in that year. The committees must seek input from the instructors on the preparation of the exams. After the qualifying exams are graded, the exam committees make a recommendation of a grade of Fail or Pass to the GPC and the Graduate Program Director. The GPC will have the final authority to assign the grade, which is then conveyed to each student by the Graduate Program Director, who will also inform the graduate school. The full grade will also be available to potential advisors.

Option 2: Pass a comprehensive exam that is based on the plan of study.

Instead of taking two written qualifying exams, students may choose to take a comprehensive exam led by their dissertation advisors. Students who want to choose this option must satisfy the following conditions:

- (a) They must have a dissertation advisor by the end of their third semester.
- (b) The dissertation advisor must be willing to form a dissertation committee and lead the committee to design a comprehensive exam that covers topics in the student's plan of study, emphasizing topics most relevant to their research.

The committee can decide whether the comprehensive exam is written or oral. It is up to the committee to choose a time to test the students. Under Option 2, each student has a maximum of three attempts in the comprehensive exam. As always, students have the freedom to change areas of research, dissertation advisors, or members of their dissertation committee. However, if changing advisors, at the discretion of the new advisor, the student may need to retake the comprehensive exam. In addition, changing areas, advisors, or committee members do not give students an extension of the deadline to pass the comprehensive exam by the August after their third year.

PhD Dissertation Committee Requirements

Students need to decide on a major area of specialization, and find an advisor in that area. This should happen no later than the beginning of the third year. Although the Graduate Program Director will assist students in choosing a dissertation advisor, students are in the end responsible for finding a dissertation advisor. Students must form a dissertation committee consisting of at least five members, with at least three from the Department of Mathematics of UA and at least one from outside the Department of Mathematics of UA, possibly outside of UA. Note that they all need to be graduate faculty. Contact the Graduate Program Director about requesting temporary graduate faculty membership for non UA faculty. The dissertation advisor must be a full

member of graduate faculty of the Department of Mathematics of UA and serve as the committee chair.

Admission to Candidacy Requirements

Advancing to candidacy requires the passing of either two qualifying examination or one comprehensive exam, the completion of all the coursework as listed on the approved plan of study, and successfully presenting and defending a dissertation proposal. In a formal meeting, students present their dissertation research proposal to the dissertation committee in which students should demonstrate they have meaningful directions of research to pursue and a good foundation for research. The committee will assess the worthiness of the research proposal and approve or disapprove it. Students should fulfill all PhD candidacy requirements by the end of their fourth year.

Continuous Enrollment Policy

See the Graduate School policy (p. 21).

Dissertation Requirements

See the Graduate School policy (p. 21).

Time Limits for Degree Completion Requirements

See the Graduate School policy (p. 21).

Student Progress Requirement

The following is a satisfactory progress toward a PhD in Mathematics.

- 1st Year – Complete two master's core sequences with a grade of B or better and at least 75% in the final exams in all master's core courses, or pass the corresponding preliminary exams, and maintain a 3.00 GPA or higher.
- 2nd Year – Discuss with the initial advisor to create a PhD plan of study, complete at least two 2-course PhD sequences with a satisfactory GPA, and find a dissertation advisor.
- 3rd Year – Maintain a satisfactory GPA, pass either two written qualifying exams or one comprehensive exam no later than the August after their third year.
- 4th Year – Determine a potential dissertation topic, form a dissertation committee, prepare the dissertation proposal and defend it in front of the dissertation committee by the end of the fourth year. Obtain approval of the research proposal from the dissertation committee and begin dissertation research. Also, complete the 48 hours with a satisfactory GPA. Request the Plan of Study form and the Admission to Candidacy form by contacting the Graduate Program Assistant.
- 5th Year – Check the student deadlines from the graduate school's website. At least one month before the deadline for submission of the dissertation to the graduate school, students must distribute a hardcopy of their dissertation to committee members, and the defense needs to be scheduled to give students at least one week to make corrections.
- Provided satisfactory progress towards the PhD is being made, a student's advisor may request an extension for a 6th year of support. This request must be made before the end of the semester before the last semester of funding.

Academic Misconduct Information

See the Graduate School Policy (p. 7).

Withdrawals and Leave of Absence Information

See the Graduate School Policy (p. 244).

Academic Grievances Information

See the Graduate School Policy (p. 255).

Grades and Academic Standing

See the Graduate School Policy (p. 28).

Graduate School Deadlines Information

See the Graduate School Deadlines.

Application for Graduation Information

See the Graduate School Policy on application for graduation. (p. 21)

Financial assistance is available to all graduate students on a competitive basis, and is subject to availability of funding, continued good progress towards obtaining a degree and a good employment record. The forms of financial assistance usually include graduate teaching assistantships (GTA), graduate research assistantships (GRA), and fellowships. The offer of any assistantships is contingent upon receipt of acceptable results on a pre-employment background report.

Eligible students who excel in the program may be nominated by the Department for UA fellowships. Nominees are selected by a committee consisting of departmental faculty, and are based upon prospective nominee research productivity, academic performance, and contributions to the Department.

Stipend and Benefits of Graduate Teaching Assistants

The appointment as a Graduate Teaching Assistant (GTA) pays a monthly stipend that is equally distributed through the academic year (fall and spring). It also provides a 100% full-time tuition scholarship for up to 15 credits in each of the fall and spring semesters, a single coverage health insurance, and payment of college and departmental fees. The stipend and amounts used to pay health insurance and college and departmental fees are taxable. All amounts are subject to change by The University of Alabama Trustees.

Continuation of the GTA position at any time is contingent upon continued enrollment in the PhD program in mathematics, the availability of funding, satisfactory progress toward the degree objectives, remaining in academic good standing, and satisfactorily completing the duties associated with this assistantship.

Duties of Graduate Teaching Assistants

Each GTA will be required to work 20 hours per week under the supervision of the Graduate Program Director. This constitutes a full-time equivalency appointment (FTE) of 0.50 (50%). The specific assignments and duties, determined by the supervisor, will be included in the Memorandum of Appointment.

The workload for a GTA (with 0.50 FTE) is six credits of teaching per semester. This translates into the teaching of two 3-credit courses (0.25 FTE each), or an equivalency of the combination of classroom and non-classroom duties. The workload for a half GTA (with 0.25 FTE) is the teaching of one 3-credit course (0.25 FTE), or an equivalency of the combination of classroom and non-classroom duties.

With the approval of the Graduate Program Director and the Department Chair, lower division courses are assigned by the Director of Lower Division Instruction, and tutoring/proctoring duties are assigned by the Supervisor of Tutors and Proctors. GTAs need to talk to the Graduate Program Director if they have concerns about their duty assignments.

Performance Expectations for Continuing Financial Support

Because a PhD usually requires at least five years of full-time study, financial support is ordinarily provided for a duration of five years. A sixth year of funding is made available on a case by case basis. Requests for extensions of financial support into the 7th year or above are generally not considered.

All the following requirements must be met for financial support to be renewed.

1. Students must carry out the teaching and/or other duties assigned to them by the department and the university.
2. Students must meet the following expectations on academic progress:
 - a. Students must maintain a 3.0 GPA or better throughout the program.
 - b. Students must satisfy the first year coursework and preliminary exam requirements by the start of the second year.
 - c. Students must pass either two written qualifying exams or the comprehensive exam by the start of their fourth year.
 - d. Students must have a dissertation proposal that is approved by their dissertation committee by the start of their fifth year.
 - e. Students must report substantial progress in their dissertation research work to their dissertation committee by the end of the fifth year.

If all above requirements are satisfied and the student's advisor is content with the student's progress, the advisor may request an extension for a 6th year of support. This request must be made before the end of the semester before the last semester of funding.

Conditions for Termination of Financial Support

Students who meet one or more of the following criteria will result in prorated stipend, the termination of their assistantships, or the suspension from the graduate program.

1. Failing to carry out the teaching and/or other duties assigned to them by the department and the university. Examples of failing to carry out duties include, but are not limited to
 - a. Failure to teach assigned classes or perform assigned duties in the MTLC.
 - b. Failure to consult with course coordinator or the Director of Lower Division Instruction about changes to their courses.
 - c. Failure to consult with the Supervisor of Tutors and Proctors or the MTLC Lab Coordinator about changes to MTLC schedules or duties.
 - d. Leaving before the end of the semester (defined as the date grades are due) or returning after the Monday before classes start without permission of the MTLC Lab Coordinator and the Graduate Program Director.
2. Failing to meet the expectations on academic progress described in Performance Expectations for Continuing Financial Support.

3. Resolved finding of Academic Misconduct. Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.

Department of Modern Languages and Classics

- Majors
 - German, MA (p. 376)
 - Romance Languages, MA (p. 380)
 - Romance Languages, PhD (p. 387)

Chair

- Toman, Cheryl

Graduate Program Director

- Stamm, Gina

Professors

- Corbalán, Ana
- Rodeño, Iñaki
- Summers, Kirk
- Toman, Cheryl

Associate professors

- Cipria, Alicia
- Crane, Corinne
- Drewelow, Isabelle
- Drozd, Andrew M.
- Elnaili, Safa
- Feminella, Matthew
- Goethals, Jessica
- Granja, Xabier
- Koronkiewicz, Bryan
- Lightfoot, Douglas
- Montalbano, Alessandra
- Moody, Sarah
- O'Rourke, Erin
- Robin, Jean Luc
- Romanelli, Claudia
- Stamm, Gina
- Tsakiropoulou-Summers, Tatiana
- Worden, Bill
- Minets, Yuliya

Assistant professors

- McKay, Micah
- Tézil, David

French Courses

FR501 Reading Proficiency I

Hours 3

Intensive introduction to French grammar and vocabulary. Emphasis on reading and translation skills. Preparation of the French reading examination. For students in graduate programs campus-wide.

FR502 Reading Proficiency II

Hours 3

Continued study of grammar and vocabulary, with emphasis on further developing reading and translation skills.

German Courses

GN 551, GN 552, GN 571, and GN 576 may be repeated for credit when the content varies substantially. A period course (GN 515, GN 520, or GN 525) may vary in emphasis during different semesters; when this is the case, students may take the course a second time, but credit for the course may be applied only once toward the minimum hours required for the degree.

GN503 German Reading Proficiency I

Hours 3

Introduction to German grammar and vocabulary, with emphasis on developing basic reading and translation skills.

GN504 German Reading Proficiency II

Hours 3

Continued study of grammar and vocabulary, with emphasis on further developing reading and translation skills.

Latin Courses

LA590 Adv Readings Latin Literature

SP

Hours 3-6

No description available

Special Topics Course

Romance Languages Courses

RL518 Historical Linguistics

Hours 3

Advanced introduction to various levels of historical language change. Variety of language families used for examples.

RL523 Quantitative Methods in Linguistics Research

Hours 3

In this course students are introduced to statistical methods that are commonly used in quantitative linguistics research, with examples drawn from a variety of languages and dialects. In doing so, they will gain an understanding of the types of computations involved, as well as a familiarity with some of the software currently used in statistical analysis. Students will also gain experience in how to interpret and explain statistical findings in relation to data sets. The goals of this course are to prepare students to be conversant in basic statistical methods in order to understand published research findings in linguistics, to discuss research design with statistical consultants, and to conduct their own field research projects, targeting any language or dialect, according to common data collection techniques. The course is repeatable for credit when curriculum varies.

Spanish Courses

SP502 Practicum in Applied Linguistics

Hours 3

In-depth analysis of fundamental concepts in foreign language learning and teaching. Topics include grammar and vocabulary acquisition, classroom discourse, reading and listening comprehension, writing and principles of language testing.

SP503 Reading Proficiency in Spanish I

Hours 3

Introduction to Spanish grammar and vocabulary, with emphasis on developing basic reading and translation skills.

[View All Courses](#)

German, MA

We offer a vibrant MA program in German, with areas of study in literature, linguistics, and interdisciplinary studies. Our graduate students, former and present, have come from a variety of countries beyond the US (e.g., Cameroon, Germany, Lithuania, Poland, Ukraine, to name a few), making for a truly international group, all united by an interest in German. Tuscaloosa is also home to Mercedes-Benz US International, and the city has a substantial German community. All of this provides for a rich learning environment.

The German MA program, which is open to native and non-native speakers alike, is designed to provide students with enhanced proficiency in German (for non-native speakers) and intercultural competence relevant to Germany and other Germanophone nations, regions and minorities in an interconnected global context. The development of analytical skills in relation to German and Germanophone literature, culture, and linguistics, as well as familiarity with cutting-edge pedagogical practices, all aim at optimal preparation for success in attaining academic and professional goals. The department is committed to providing this training by means of the best facilities and technology available, and by relying on a staff of teachers and scholars with commensurate international experience and expertise.

The German MA program has areas of interest for students, all with or without thesis: German Literature, German Studies, and German Philology/Linguistics. All three areas are open to qualifying Accelerated Masters Program students who complete their BA while commencing the MA.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Three Letters of Recommendation
- A curriculum vita or resume

Applicants to any German are of focus are not required to submit an entrance exam score. However, applicants to all programs who want to position themselves for possible consideration for additional financial support in the form of an enhanced assistantship or fellowship should submit an entrance exam score, even when it is not required for admission. Applications for both full-time and part-time status are welcome. All applicants seeking full-time student status are considered for financial support in the form of a graduate teaching assistantship.

For students with deficiencies in undergraduate preparation, admission may be contingent upon completion of designated undergraduate

requirements. In particular, all three tracks of the Master of Arts program in German, as described below, presuppose completion of an undergraduate survey of German literature or a survey of German culture/civilization that includes a substantial literary component. Students lacking this requirement who are nevertheless admitted to the German Master of Arts program must make up this course concurrent with their other coursework.

All prospective graduate students (non-native speakers) are encouraged to pass the German language proficiency exam level C1 (or equivalent thereof), at the latest towards the end of their studies.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The German master of arts incorporates three focused areas of study. Upon completing coursework for any of the three focused areas of study, a student must pass a comprehensive examination based on the coursework and on a pre-established reading list, as indicated below.

The following descriptions of requirements pertain to the three focused areas of study of the German MA program.

IMPORTANT NOTE: Regardless of focused area of study, all graduate teaching assistants must enroll in the teaching practicum, currently offered under GN 514 Teaching Methodology.

German Literature - Thesis

Plan I (24 hours of coursework: In addition to German literature courses, students must take GN 510 History of the German Language and GN 515 Middle High German. With the approval of the German graduate advisor, 6 hours of graduate work in a related field may be applied to the degree.

Plan I - Thesis		Hours
Required Courses		
GN 510	History of the German Language	3
GN 515	Middle High German	3
Thesis Course		
GN 599	Thesis Research	6
Elective Courses		18
GN 551	Spec Prob Direct Readngs	
GN 552	Spec Prob Direct Readngs	
GN 571	Selected Authors	
GN 576	Seminar on a Literary Theme	
Total Hours		30

German Literature - Non-Thesis

Plan II (30 hours of coursework, no thesis): In addition to German literature courses, students must take GN 510 History of the German Language and GN 515 Middle High German. With the approval of the German graduate advisor, 6 hours of graduate work in a related field may be applied to the degree.

Plan II - Non Thesis		Hours
Required Courses		
GN 510	History of the German Language	3
GN 515	Middle High German	3
Elective Courses		24
GN 551	Spec Prob Direct Readngs	
GN 552	Spec Prob Direct Readngs	
GN 571	Selected Authors	

GN 576	Seminar on a Literary Theme
Total Hours	30

Germanic Philology - Thesis

Plan I - Thesis Hours

German Literature 6

GN 515	Middle High German
GN 520	Renaissance Baroque Lit
GN 525	Literature Age of Goethe
GN 551	Spec Prob Direct Readngs
GN 552	Spec Prob Direct Readngs
GN 571	Selected Authors
GN 576	Seminar on a Literary Theme
And other approved Literature/Culture courses	

Philology Courses 18

GN 510	History of the German Language
GN 514	Teaching Methodology
GN 515	Middle High German
GN 518	Historical Linguistics
GN 551	Spec Prob Direct Readngs
GN 552	Spec Prob Direct Readngs

Related Fields

With the approval of the German graduate advisor, 9 hours of graduate work in a related field may be applied to the degree. Options include:

RL 514	Qual Methds/Applied Ling Res
RL 523	Quantitative Methods in Ling
RL 580	Special Topics
RL 586	Pragmatics
RL 587	Bilingualism
EN 523	History English Language
EN 524	Modern English Grammar
EN 525	Dialectology
EN 612	Topics In Applied Linguistics
EN 613	Second Language Development
CD 509	Language 1
And other advisor approved Courses	

Thesis Course	6
GN 599	Thesis Research

Total Hours	30

Germanic Philology - Non-Thesis

Plan II - Non Thesis Hours

German Literature 6

GN 515	Middle High German
GN 520	Renaissance Baroque Lit
GN 525	Literature Age of Goethe
GN 551	Spec Prob Direct Readngs
GN 552	Spec Prob Direct Readngs
GN 571	Selected Authors
GN 576	Seminar on a Literary Theme

Philology Courses 24

GN 510	History of the German Language

GN 514	Teaching Methodology
GN 515	Middle High German
GN 518	Historical Linguistics
GN 551	Spec Prob Direct Readngs
GN 552	Spec Prob Direct Readngs

Related Fields

With the approval of the German graduate advisor, 9 hours of graduate work in related fields may be applied to the degree. Options include:

RL 514	Qual Methds/Applied Ling Res
RL 523	Quantitative Methods in Ling
RL 580	Special Topics
RL 586	Pragmatics
RL 587	Bilingualism
EN 523	History English Language
EN 524	Modern English Grammar
EN 525	Dialectology
EN 612	Topics In Applied Linguistics
EN 613	Second Language Development
CD 509	Language 1
And other advisor approved Courses	

Total Hours	30

German Studies - Thesis

Plan I - Thesis Hours

German Literature, Culture, and Philology Courses 15

GN 515	Middle High German
GN 520	Renaissance Baroque Lit
GN 525	Literature Age of Goethe
GN 551	Spec Prob Direct Readngs
GN 552	Spec Prob Direct Readngs
GN 571	Selected Authors
GN 576	Seminar on a Literary Theme
GN 510	History of the German Language
GN 514	Teaching Methodology
GN 518	Historical Linguistics
And other advisor approved Courses	

German History 3

An advisor approved course with a strong German history component

Interdisciplinary Seminar 3

An advisor approved course with an interdisciplinary approach including options in GN, EN, HY, and MUS

Related Fields 3

With the approval of the German graduate advisor, 9 hours of graduate work in related fields may be applied to the degree

Thesis Course 6

GN 599	Thesis Research

Total Hours	30

German Studies - Non-Thesis

Plan II - Non Thesis Hours

German Literature, Culture, and Philology Courses 15

GN 515	Middle High German

GN 520	Renaissance Baroque Lit	
GN 525	Literature Age of Goethe	
GN 551	Spec Prob Direct Readngs	
GN 552	Spec Prob Direct Readngs	
GN 571	Selected Authors	
GN 576	Seminar on a Literary Theme	
GN 510	History of the German Language	
GN 514	Teaching Methodology	
GN 518	Historical Linguistics	
And other advisor approved Courses		
German History		3
An advisor approved course with a strong German history component		
Interdisciplinary Seminar		3
An advisor approved course with an interdisciplinary approach including options in GN, EN, HY, and MUS		
Related Fields		9
With the approval of the German graduate advisor, 9 hours of graduate work in related fields may be applied to the degree		
Total Hours		30

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program

The Accelerated Master's Program (AMP) in German is an exciting way to jump-start your graduate studies.

Graduate School information on the Accelerated Master's Program (p. 7).

Comprehensive Exam

Upon completing coursework for any of the three areas of study in German, a student must pass a comprehensive examination based on their coursework and on a core reading list. The written exams consist of three parts with a total of six written exam questions (1.5 hours per question). The written exams are conducted on three consecutive days, and are scheduled by the German Graduate Advisor. The oral exam follows a week later and lasts 1 hour.

German Literature Exam

Part I: Reading List (Students answer **two** questions from a choice of three or four)

Part II: History of the Language/Linguistics (Students answer **one** question from a choice of two or three) and Reading List (Students answer **one** question from a choice of two or three)

Part III: Special Topics in Literature (Students answer **two** questions from a choice of three or four)

Part IV: Oral Exam (Addresses Written Exams, Reading List, and Special Topics)

German Studies Exam

Part I: Reading List (Students answer **two** questions from a choice of three or four)

Part II: Linguistics (Students answer **one** question from a choice of two or three) and German Studies Special Topics (Students answer **one** question from a choice of two or three)

Part III: German Studies Special Topics (Students answer **two** questions from a choice of three or four)

Part IV: Oral Exam (Addresses Reading List, Special Topics, and Written Exams)

Exam Structure

The Germanic literature and Germanic studies exams are structured as follows:

An exam committee consists of at least three faculty members and is set up by the student with the graduate advisor. Students pass each part by majority vote. In case of a tie, the student passes. All written parts must be passed in order to proceed to the oral exam. If a student fails part of the written exam, only that part must be retaken.

Students should have passed the German language proficiency exam C1 (or equivalent thereof) before being admitted to the comprehensive exams.

Special topics are usually based on coursework and must be established in consultation with the graduate advisor.

Each written exam will last three hours (i.e., one hour and thirty minutes per question). The oral exam may last up to one hour.

Practice questions may be discussed with the graduate advisor.

Students may view their corrected exams but may not make copies or remove them from the department.

Germanic Philology Exam

Part I: Applied Linguistics (Students answer **two** items from a choice of three or four). Items are typically based on coursework.

Part II: General Linguistics (Students answer **one** item from a choice of two or three) and German Literature (Students answer **one** item from a choice of two). Items are typically based on coursework.

Part III: Germanic Linguistics: Synchronic and Diachronic (Students answer **two** items from a choice of three or four). Items are typically based on coursework and the Linguistics Reading List.

Part IV: Oral Exam (Primarily addresses Coursework and Written Exams, but also includes Linguistics Reading List).

Exam Structure

The Germanic philology exam is structured as follows:

An exam committee consists of at least three people and is set up by the student with the graduate advisor. Students pass each part by majority vote. In case of a tie, the student passes. All written parts must be passed in order to proceed to the oral exam. If a student fails part of the written exam, only that part must be retaken.

Students should have passed the German language proficiency exam C1 (or equivalent thereof) before being admitted to the comprehensive exams.

Each written exam will last three hours (i.e., one hour and thirty minutes per item). "Item" may refer to one in-depth question, several shorter questions, brief identifications, or a combination thereof. The oral exam may last up to one hour.

Practice questions may be discussed with the graduate advisor.

Students may view their corrected exams but may not make copies or remove them from the department.

Students are encouraged to have an external M.A. exam committee member if that best reflects their coursework.

Plan I - Thesis Process Requirements

Candidates for the master's degree under Plan I must earn a minimum of 24 semester hours of credit in coursework plus earn a minimum of 6 additional hours of thesis research hours, for a total of 30 hours.

Plan II - Non-Thesis Process Requirements

Candidates for the master's degree under Plan II must earn a minimum of 30 semester hours of credit in coursework.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

Graduate School information on Student Progress (p. 28).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information for the Application for Graduation (p. 15).

Acquisition of Financial Support:

Students in good standing in the German MA program are normally supported by funding in the form of either a graduate teaching assistantship (GTA) funded by the Department, or a fellowship. The GTA funding is usually .5 FTE (Full Time Equivalent) that carries a 9-month stipend determined by the University on an annual basis. The GTA also provides a stipend, benefits, and paid tuition and fees. On occasion, the Department will split a .5 FTE GTA into two .25 FTE GTAs, which then pay a 9-month stipend, and half the rate established for a .5 FTE GTA, plus 50% of tuition and 50% of the cost of health insurance. Students holding a .5 FTE GTA must maintain a full-time student status (via registering for a minimum of 6 credit hours of graduate study per semester. GTAs are assigned duties by the Department.

Financial support is guaranteed through the first two years in the program for all MA students who meet performance expectations and who do not meet any Conditions for Termination of Financial Support (see below). Students will be informed of impending financial support termination at least one semester prior to the support termination date

except in the special cases noted under Conditions for Termination of Financial Support.

Fellowship Nominations:

Eligible students who excel in the program may be nominated by the Department for UA fellowships. Nominees are selected by Graduate Committee vote based upon prospective nominee research productivity, academic performance, and contributions to the Department. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits at least commensurate with those provided through GTA support and terms and conditions depend on the rules stipulated by the fellowship they receive.

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in the German MA program.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support
- The student must complete all mandatory annual training and meetings and abide by all rules and policies held by The University of Alabama, The UA College of Arts and Sciences, the Department of Modern Languages and Classics, and the German section.
- Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or shadowing.
- Student must be an active academic citizen in the Department of Modern Languages and Classics.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria will be subject to termination of financial support pending Department of Modern Languages and Classics administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Department Chair and Graduate Director—with input from the Graduate Committee and Language Program Director—will recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

- *Dereliction of duty.* Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the Chair of the Department, the Graduate Director, or the Language Program Director; or failure to satisfactorily complete all activities associated with the funded position as defined by the Chair of the Department or designee (for teaching assistants) and the student's departmental memorandum of appointment.
- *Resolved finding of Academic Misconduct.* Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.
- *Loss of good academic standing.* Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing—with the non-passing grade exception noted below. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the Graduate Committee. This review will determine whether the student should continue to receive financial

support and/or be dismissed from the program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered prior to the end of the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.

- *Delinquent Annual Review.* Students who neglect to complete the required annual review of activities in the fields of coursework, research, and academic citizenship are no longer in good academic standing. Students who are delinquent in completing any annual review have one probationary academic semester to satisfy the corresponding review requirement without penalty. Failure to satisfy the corresponding annual committee meeting requirement within the probationary academic semester will prompt Department Chair and Graduate Director review for termination of financial support and Graduate Committee review for possible dismissal from the graduate program.
- *Insufficient continuous research progress.* The thesis committee and/or the Graduate Committee (depending on the student following Plan I or Plan II in their MA studies) determines by majority vote if a student is making adequate progress commensurate with their time in the program during required annual reviews. If the committee determines the student is not making adequate research progress, the student will be granted one probationary semester (i.e., academic semester or full summer term) with financial support to remedy productivity deficiencies, as assessed by the committee. Failure to meet minimum research expectations by the end of the probationary semester will result in immediate termination of financial support and may prompt dismissal from the program relegation, at the discretion of the Graduate Director and Department Chair.

Romance Languages, MA

The Romance Languages MA degree program is open to native and non-native speakers alike. The program promotes the development of cutting-edge pedagogical practices, all aim at optimal preparation for success in attaining academic and professional goals. The department is committed to providing this training by means of the best facilities and technology available, and by relying on a staff of teachers and scholars with commensurate international experience and expertise. The Romance Languages MA degree program incorporates two concentrations: French and Spanish, and the Romance Languages MA, without a concentration and combining two Romance languages.

The French Concentration of the Romance Languages MA is designed to provide students with enhanced proficiency in French (for non-native speakers) and intercultural competence relevant to France and other Francophone nations, regions and minorities in an interconnected global context, and to foster the development. The development of analytical skills in relation to French and Francophone literature, culture, and linguistics. The French Concentration has two focused areas of study: literature and culture, and linguistics, each with or without a thesis. Both focused areas of study are open to qualifying Accelerated Master's Program students who complete their BA while commencing the MA.

The Spanish Concentration of the Romance Languages MA is designed to provide students with enhanced proficiency in Spanish (for non-native speakers) and intercultural competence relevant to Spain and other Hispanophone nations, regions and minorities in an interconnected global context, and to foster the development. The development of analytical skills in relation to Spanish and Latin American (as well as Latinx) language, culture, and linguistics. The Spanish Concentration has two focused areas of study: literature and culture, and linguistics, each with or without a thesis. Both focused areas of study are open to

qualifying Accelerated Master's Program students who complete their BA while commencing the MA.

The Romance languages MA without a concentration, combines two Romance languages, with or without a thesis, and is designed to provide students with enhanced proficiency in French and Spanish (for non-native speakers) and intercultural competence relevant to France, Spain and other Francophone and Hispanophone nations, regions and minorities in an interconnected global context, and to foster the development of analytical skills in relation to French, Francophone, Spanish and Latin American (as well as Latinx) language, culture, and linguistics. Occasional graduate coursework in Italian or Italian studies (usually bearing an RL prefixed to the course number) is available and can be included.

Admission Requirements

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- **Writing Sample(s):** If pursuing the French Concentration applicants must submit a French writing sample. If pursuing the Spanish Concentration applicants must submit a Spanish writing sample. If pursuing the Romance Languages without a concentration applicants must submit one writing sample French and one in Spanish. Each writing sample should be about 10 pages (double spaced) in length and the candidate seeking admission will need to demonstrate a commensurate level of proficiency in the target language as well as critical thinking skills.
- **Statement of Purpose:** The applicant should describe how prior academic experience has prepared them for graduate study in the target language at The University of Alabama (UA) and specify the fields of interest. The statement should indicate how the Modern Languages and Classics (MLC) Department's programs and courses align with the applicant's goals both as a student at UA and after graduation. If the applicant is interested in GTA support, include information on why teaching and pedagogical training during their Graduate program will support their professional goals.
- **Video Recording(s) in the target Language:** If pursuing the French Concentration applicants must submit a French video recording. If pursuing the Spanish Concentration applicants must submit a Spanish video recording. If pursuing the Romance Languages without a concentration applicants must submit one video recording in French and one in Spanish. Each video submission should be 3-5 minutes (.mp4 or .mov format) in which the applicant speaks freely about themselves in a conversational manner in the target language (do not read a prepared text). Then read a paragraph from a target language text of the applicant's choice or a short poem.
- A resume
- 3 letters of recommendation

No entrance exam scores are required. However, applicants to all programs who seek to position themselves for possible consideration for additional financial support in the form of an enhanced assistantship or fellowship should submit an entrance score (GRE or MAT), even when it is not required for admission. Applications for both full-time and part-time status are welcome. All applicants seeking full-time student status are considered for financial support in the form of a graduate teaching assistantship.

For applicants with insufficient undergraduate preparation, admission may be contingent upon completion of designated undergraduate requirements. Qualified students with an appropriate undergraduate degree may be admitted directly to the Doctoral program in Romance

Languages. However, in such circumstances completion of all requirements for the appropriate Master of Arts program, including comprehensive testing and subsequent awarding of the Master of Arts degree, will be a prerequisite for completion of the Doctoral degree.

When available, we offer teaching assistantships to qualified full-time MA and PhD candidates. Assistantships include a stipend paid over nine months, a tuition waiver and health insurance. Exceptionally qualified candidates may be eligible for fellowships or enhanced assistantships.

We have rolling year-round admissions.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Romance Languages degree program is available in a variety of configurations; two concentrations: French and Spanish, and the MA in Romance Languages without a concentration and combining two Romance languages (for example, Spanish and French). Each configuration can incorporate either of the two focused areas of study:

- Linguistics
- Literature/Culture

All focused areas of study include a comprehensive exam. However, the configuration of the exam is specific to each area of study, as indicated below. Regardless of the concentration or area of study, all new graduate teaching assistants must enroll into the Practicum in Applied Linguistics (SP 502 Pract Appl Linguistics or FR 512 Practicum Appl Linguist).

All nonthesis areas of study of the Master of Arts in Romance languages include a core of six courses in the six areas listed below:

- Teaching Practicum
- Topics in Linguistics
- Research Methodology: Critical Theory/ Qualitative or Quantitative methods in Linguistics
- Topics in Culture and Civilization
- Graduate Seminar
- Special Topics/Directed Readings

Concentration in French

The French concentration of the Romance Languages, MA has two focused areas of study: the literature and culture area of study and the linguistics area of study, each with or without a thesis. Both focused areas of study are open to qualifying Accelerated Masters' Program students who complete their BA while commencing the MA.

All focused areas of study include a comprehensive exam. However, the configuration of the exam is specific to each area of study, as indicated below. Regardless of the area of study, all new graduate teaching assistants must enroll into the Practicum in Applied Linguistics (FR 512).

Literature and Culture - Focused Area of Study with a Thesis

This focused area of study requires a total of 33 hours, with 27 hours of coursework and a thesis, including at least one course in each of the five fields below. A teaching practicum is required, FR 512 Practicum Appl Linguist.

Code and Title	Hours
Teaching Practicum	
FR 512 Practicum Appl Linguist	3
At least one course in each of the following five fields:	15

Additional courses maybe available with advisor approval.

Early Modern

FR 545	17th Cent French Lit I
FR 546	17th Cent French Lit II

19th Century

FR 552	Spec Top 19th Cent French Lit

20th and 21st Centuries

FR 535	Bande Dessinée
FR 553	20th-Century French Novel
FR 554	20th-21st FR Lit Sp Topics
FR 577	French Cinema

Francophone Studies

FR 531	Francophone Sub-Saharan Africa
FR 533	Democracy and France
FR 535	Bande Dessinée
FR 555	Quebécois Lit & Culture
FR 578	Writing Immigration

French Linguistics

FR 514	Qual Methds/Applied Ling Res
FR 515	Topics 2nd Lang Acquistn
FR 521	Pronunciation & Phonetics
FR 561	French Linguistics
FR 563	French-English Translation

Research Methodology 3

FR 511	Research Methodology
RL 557	Critical Theory

Thesis 6

FR 599	Thesis Research

Elective Courses 6

Elective courses include French Language, literature, culture and linguistics options as well as RL courses that relate to French and francophone topics.

Total Hours 33

French Linguistics - Focused Area of Study with a Thesis

This focused area of study requires a total of 36 hours, with 30 hours of coursework and a thesis. In addition to the thesis, the linguistics focused area of study involves two components: language and linguistics. The language component consists of 15 hours of course credit in French language, literature, and/or culture. A teaching practicum is required, FR 512 Practicum Appl Linguist.

Code and Title	Hours
Teaching Practicum	3
FR 512 Practicum Appl Linguist	
Linguistics Component	
FR 561 French Linguistics	3
Select three of the following:	9
FR 514 Qual Methds/Applied Ling Res	
FR 515 Topics 2nd Lang Acquistn	
RL 523 Quantitative Methods in Ling	
RL 587 Bilingualism	
Research Methodology	3

Select one of the following:

RL 523	Quantitative Methods in Ling	
FR 514	Qual Methds/Applied Ling Res	
These courses need not be language-specific; they can be general and inclusive of all literature and languages.		
Elective Courses		12
Elective courses include French Language, literature, culture and linguistics options as RL courses that relate to French and francophone topics.		
Thesis		6
FR 599	Thesis Research	
Total Hours		36

Literature and Culture - Focused Area of Study Non-Thesis

This focused area of study requires 33 hours of coursework, including at least one course in each of the five fields below. A teaching practicum is required, FR 512 Practicum Appl Linguist.

Code and Title	Hours
Teaching Practicum	
FR 512	Practicum Appl Linguist 3
At least one course in each of the following five fields:	
15	
Additional courses maybe available with advisor approval.	
Early Modern	
FR 545	17th Cent French Lit I
FR 546	17th Cent French Lit II
19th Century	
FR 552	Spec Top 19th Cent French Lit
20th and 21st Centuries	
FR 535	Bande Dessinée
FR 553	20th-Century French Novel
FR 554	20th-21st FR Lit Sp Topics
FR 577	French Cinema
Francophone Studies	
FR 531	Francophone Sub-Saharan Africa
FR 533	Democracy and France
FR 535	Bande Dessinée
FR 555	Quebécois Lit & Culture
FR 578	Writing Immigration
French Linguistics	
FR 514	Qual Methds/Applied Ling Res
FR 515	Topics 2nd Lang Acquistn
FR 521	Pronunciation & Phonetics
FR 561	French Linguistics
FR 563	French-English Translation
Research Methodology	
FR 511	Research Methodology
RL 557	Critical Theory
Elective Courses	
12	
Elective courses include French Language, literature film, culture and linguistics options as well as RL courses that relate to French and francophone topics.	
Total Hours	
33	

French Linguistics - Focused Area of Study Non-Thesis

This focused area of study requires 36 hours of coursework. The linguistics focused area of study involves two components: language and linguistics. The language component consists of 21 hours of course credit in French language, literature, and/or culture. The linguistics component is comprised of a 3-hour descriptive linguistics course (FR 561 French Linguistics) and 9 hours of other linguistics courses. A teaching practicum, FR 512 Practicum Appl Linguist, is required.

Code and Title	Hours
Teaching Practicum	
FR 512	Practicum Appl Linguist 3
Linguistic Component	
FR 561	French Linguistics 3
Select three of the following:	
9	
FR 514	Qual Methds/Applied Ling Res
FR 515	Topics 2nd Lang Acquistn
RL 523	Quantitative Methods in Ling
RL 587	Bilingualism
Research Methodology	
3	
Select one of the following:	
RL 523	Quantitative Methods in Ling
FR 514	Qual Methds/Applied Ling Res
Elective Courses	
18	
Elective courses include French Language, literature, culture and linguistics options as RL courses that relate to French and francophone topics.	
Total Hours	
36	

Concentration in Spanish

The Spanish concentration of the Romance Languages, MA has two focused areas of study: the literature and culture area of study and the linguistics area of study, each with or without a thesis. Both focused areas of study are open to qualifying Accelerated Masters' Program students who complete their BA while commencing the MA.

Masters' Program students who complete their BA while commencing the MA.

All focused areas of study include a comprehensive exam. However, the configuration of the exam is specific to each area of study, as indicated below. Regardless of the area of study, all new graduate teaching assistants must enroll into the Practicum in Applied Linguistics (SP 502).

Literature and Culture - Focused Area of Study with a Thesis

Curriculum requirements: 24 hours of coursework and a thesis. The curriculum centers on Peninsular and Spanish-American literature. The Romance languages core requirements do not apply to thesis options. However, the curriculum must include either a course in critical theory or a literature course designated as theory enriched. The Teaching Practicum, SP 502, is also required.

24 credit hours of graduate coursework plus a thesis. Candidates must take a minimum: of 6 credit hours in Peninsular literature, 6 credit hours in Latin American literature, 3 credit hours in Spanish linguistics, 3 credit hours in the Teaching practicum, and 6 credit hours of SP/RL electives. One of the previous 8 classes (a 3 credit-hour course) must be either the Critical Theory class (RL 557) or a literature class with a strong emphasis on literary theory.

Code and Title	Hours
Teaching Practicum	
SP 502 Pract Appl Linguistics	3
Peninsular and Latin American Literature/Culture Courses	12
Additional courses maybe available with advisor approval.	
Thematic Courses	
SP 527 Spanish Women Authors	
SP 537 Gender in Hispanic Works (may count as peninsular or Latin American)	
Peninsular	
Golden Age Peninsular	
SP 591 Cervantes	
SP 593 16th C Peninsular Lit	
SP 594 17th C Peninsular Lit	
19th Century Peninsular	
SP 521 19th-Century Spanish Prose	
20th and 21st Century Peninsular	
SP 526 20th C Span Novel Post Civil W	
SP 528 Historical Memory in Spain	
SP 530 Contemporary Iberian Culture	
Latin America	
19th and 20th Century Latin America	
SP 516 19th C Span Amer Lit	
20th and 21st Century Latin America	
SP 538 Spanish American Short Story	
Latinx Studies in the United States	
SP 689 Sem Spanish-American Lit (Any relevant topic)	
Spanish Linguistics	3
SP 556 Intro Spanish Linguistics	
SP 570 Special Topics Spanish Ling	
SP 581 Topics 2nd Lang Acquistn	
SP 584 Phonetics and Dialectology	
SP 585 History of Spanish Language	
SP 586 Pragmatics	
RL 587 Bilingualism	
Research Methodology	3
RL 557 Critical Theory	
Theory-enriched course in one of the fields listed above	
Elective Courses	3
Any SP or RL courses with the provision that the candidate's final research project for the RL courses must be related to a Spanish or Hispanic topic.	
Thesis	6
SP 599 Thesis Research	
Total Hours	30

The curriculum must include either a course in critical theory or a literature course designated as theory enriched. In consultation with the Spanish graduate advisor, each student must also select a special area of interest in Hispanic literature in order to write the thesis. Six hours of SP 599 Thesis Research with the thesis director are required beyond the 24 hours of coursework. It is the student's responsibility to keep syllabi from each course on file for reference.

Spanish Linguistics - Focused Area of Study with a Thesis

This focused area of study requires 36 hours of coursework and a thesis. In addition to the thesis, the Spanish linguistics focused area of study involves two components: language and linguistics. The language component consists of 15 hours of course credit in Spanish language, literature, and culture (a minimum of 6 hours must be in peninsular literature and 6 hours in Latin-American literature. Thematic courses can count as either peninsular or Latin American). A teaching practicum is required, SP 502 Pract Appl Linguistics.

Code and Title	Hours
Teaching Practicum	3
SP 502 Pract Appl Linguistics	
Linguistics Component	
SP 556 Intro Spanish Linguistics	3
Select three classes from the list below:	9
SP 584 Phonetics and Dialectology	
SP 585 History of Spanish Language	
SP 586 or Pragmatics	
RL 586 Pragmatics	
SP 581 Topics 2nd Lang Acquistn	
RL 587 Bilingualism	
Additional courses maybe available with advisor approval.	
Research Methodology	3
Select one of the following:	
SP 523 Quantitative Methods Span Ling	
RL 514 Qual Methds/Applied Ling Res	
These courses need not be language-specific; they can be general and inclusive of all literature and languages.	
Literature Courses	12
Six hours must be in peninsular literature and six hours in Latin American literature.	
Thematic Courses	
These courses may cover either Peninsular or Latin American areas.	
SP 527 Spanish Women Authors	
SP 537 Gender in Hispanic Works	
Peninsular - Six Hours	
SP 591 Cervantes	
SP 593 16th C Peninsular Lit	
SP 594 17th C Peninsular Lit	
SP 521 19th-Century Spanish Prose	
SP 526 20th C Span Novel Post Civil W	
SP 527 Spanish Women Authors	
Latin American - Six Hours	
SP 515 Span Amer Colonial Texts	
SP 516 19th C Span Amer Lit	
Thesis	6
SP 599 Thesis Research	
Total Hours	36

Literature and Culture - Focused Area of Study Non-Thesis

This focused area of study requires 30 credit hours of graduate coursework, of which 27 credit hours must be Spanish graduate courses. Candidates must take a minimum: of 9 credit hours in Peninsular literature, 9 credit hours in Latin American literature, 3 credit hours in Spanish linguistics, 3 credit hours in the Teaching practicum, 3 credit hours in Spanish electives, and 3 credit hours in other elective graduate courses. One of the previous 10 classes (a 3 credit-hour course) must be either the Critical Theory class (RL 557) or a literature class with a strong emphasis on literary theory.

Code and Title	Hours
Hours Teaching Practicum	
SP 502 Pract Appl Linguistics	3
Literature	18
Nine hours must be in peninsular literature and nine hours in Latin American literature.	
Additional courses maybe available with advisor approval.	
Thematic Courses	
These courses may cover either Peninsular or Latin American areas.	
SP 527 Spanish Women Authors	
SP 537 Gender in Hispanic Works	
Peninsular	
Golden Age Peninsular	
SP 591 Cervantes	
SP 593 16th C Peninsular Lit	
SP 594 17th C Peninsular Lit	
19th Century Peninsular	
SP 521 19th-Century Spanish Prose	
20th and 21st Century Peninsular	
SP 526 20th C Span Novel Post Civil W	
SP 527 Spanish Women Authors	
SP 528 Historical Memory in Spain	
SP 530 Contemporary Iberian Culture	
Latin American	
Colonial Latin America	
SP 515 Span Amer Colonial Texts	
19th and 20th Century Latin America	
SP 516 19th C Span Amer Lit	
Latinx Studies in the United States	
SP 689 Sem Spanish-American Lit (Any relevant topic)	
Spanish Linguistics	
SP 584 Phonetics and Dialectology	
SP 585 History of Spanish Language	
SP 586 or Pragmatics	
RL 586 Pragmatics	
RL 587 Bilingualism	
Research Methodology	3
RL 557 Critical Theory	
Theory-enriched course in one of the fields listed above	
Elective Courses	6

Any SP or RL courses with the provision that the candidate's final research project for the RL courses must be related to a Spanish or Hispanic topic.

Total Hours **30**

Spanish Linguistics - Focused Area of Study Non-Thesis

This focused area of study requires 36 hours of coursework. The linguistics area of study involves two components: language and linguistics. The language component consists of 21 hours of course credit in Spanish language, literature, and culture (a minimum of 6 hours must be in peninsular literature and 6 hours in Latin-American literature. Thematic courses can count as either peninsular or Latin American). A teaching practicum, SP 502 Pract Appl Linguistics.

Code and Title	Hours
Teaching Practicum	
SP 502 Pract Appl Linguistics	3
Linguistics Component	
SP 556 Intro Spanish Linguistics	3
Select four courses from the list below:	12
SP 584 Phonetics and Dialectology	
SP 585 History of Spanish Language	
SP 586 or Pragmatics	
RL 586 Pragmatics	
SP 581 Topics 2nd Lang Acquistn	
RL 587 Bilingualism	
Additional courses maybe available with advisor approval.	
Research Methodology	3
Select one of the following:	
SP 523 Quantitative Methods Span Ling	
RL 514 Qual Methds/Applied Ling Res	
These courses need not be language-specific; they can be general and inclusive of all literature and languages.	
Literature Courses	12
Six hours must be in peninsular literature and six hours in Latin American literature.	
Thematic Courses	
These courses may cover either Peninsular or Latin American areas.	
SP 527 Spanish Women Authors	
SP 537 Gender in Hispanic Works	
Peninsular - Six hours	
SP 591 Cervantes	
SP 593 16th C Peninsular Lit	
SP 594 17th C Peninsular Lit	
SP 521 19th-Century Spanish Prose	
SP 526 20th C Span Novel Post Civil W	
SP 527 Spanish Women Authors	
SP 528 Historical Memory in Spain	
SP 530 Contemporary Iberian Culture	
Latin American - Six Hours	
SP 515 Span Amer Colonial Texts	
SP 516 19th C Span Amer Lit	
Additional courses maybe available with advisor approval.	
Elective Courses	3

Any SP or RL courses with the provision that the candidate's final research project for the RL courses must be related to a Spanish or Hispanic topic.

Total Hours	36

Some courses can be counted as either language or linguistics, depending upon the candidate's programmatic needs. For example, a candidate with a focus on Spanish with linguistics can count a course in Spanish linguistics under the language category or under the linguistics category in order to free up additional hours in the category that best serves the candidate's programmatic needs.

Romance Languages without a Concentration - combination of Romance Languages

It combines Romance Languages and incorporates two focused areas of study: the literature/culture area of study and the linguistics area of study, each with or without a thesis.

Romance Languages without a Concentration (combination of Romance Languages) with a Thesis

Curriculum requirements: 24 - 30 hours of coursework and 6 hours of thesis. The curriculum requires study of at least two Romance languages, one as the primary and one as the secondary. The primary component includes a minimum of 18 hours (six courses). The secondary component includes a minimum of 12 (four courses). **More than the minimum is recommended for both the primary and the secondary languages.** Graduate courses in Italian studies are available on occasion (see the RL prefix in course listings). Based on the advice of the graduate advisor, the appropriate courses taken will fulfill the Romance languages core requirements listed above.

Code and Title	Hours
Primary Language (minimum)	18
Secondary Language (minimum)	12

Course selection must include:

Research Methodology course - Three Hours

Critical Theory course - if focus is literature and culture

Quantitative or Qualitative course - if focus is linguistics

Teaching Practicum - Three Hours

FR 512 or Practicum Appl Linguist

SP 502 Pract Appl Linguistics

If the candidate is a Graduate Teaching Assistant in either French or Spanish, then the candidate must accumulate no fewer than 18 hours in the respective language during the first two semesters of enrollment.

Thesis	6

FR 599 or Thesis Research

SP 599 Thesis Research

or

RL 599 Thesis Research

Total Hours	36

Romance Languages without a Concentration (combination of Romance Languages) Non-Thesis

Curriculum requirements: This focused area of study requires 30 - 36 hours of coursework. The curriculum requires study of at least two Romance languages, one as the primary and one as the secondary. The

primary component includes a minimum of 18 hours (six courses). The secondary component includes a minimum of 12 hours (four courses). **More than the minimum is recommended for both the primary and the secondary languages.** Graduate courses in Italian studies are available on occasion (see the RL prefix in course listings). Based on the advice of the graduate advisor, the appropriate courses taken will fulfill the Romance languages core requirements listed above.

Code and Title	Hours
Primary Language (minimum)	18
Secondary Language (minimum)	12

Course selection must include:

Research Methodology course - Three Hours

Critical Theory courses - if focus is literature and culture

Quantitative or Qualitative courses - if focus is linguistics

Teaching Practicum - Three Hours

FR 512 or Practicum Appl Linguist

SP 502 Pract Appl Linguistics

If the candidate is a Graduate Teaching Assistant in either French or Spanish, then the candidate must accumulate no fewer than 18 hours in the respective language during the first two semesters of enrollment.

Total Hours	30

Transfer Credit

Graduate School information on Transfer Credit. (p. 15)

Comprehensive Exam

French Concentration: Literature and Culture - Focused Area of Study with a Thesis and Non-Thesis

For the literature/culture focused area of study, candidates must pass a comprehensive examination based on their coursework in the five fields of study. However, for the written component of the exam, students may be exempted from examination in a maximum of two fields (and earn an automatic "pass" in those fields) in two ways: either by writing a research paper in the field and presenting it at a professional conference or by satisfactorily completing two courses in the field, earning a grade of "A" or "B." Success on the written component precedes the oral component of the exam, which involves generating an oral presentation on a topic indicated in advance.

French Linguistics - Focused Area of Study with a Thesis and Non-Thesis

For the linguistics focused area of study, the comprehensive examination is based on the coursework. From the selection of questions provided, the candidate must generate six written answers (one for FR 512, one pertaining to linguistics, one pertaining to French linguistics, and three pertaining to electives).

Spanish Concentration: Literature and Culture - Focused Area of Study with a Thesis and Non-Thesis

For the literature/culture focus area of study, the six-part written examination will be based both on coursework and a reading list in each area. Candidates are required to take exams in the following areas: either three Peninsular areas (of the student's choosing) and two Latin American areas (of the student's choosing) or vice versa, and one area of linguistics.

It is important that the candidate keep an archive of the course syllabi of every course taken. Should the candidate, for any reason, not take a

course in one of the assigned areas, he/she will have to make up for this omission by supplying appropriate selections from the Reading List for the Master of Arts in Spanish. Please check the Spanish Literature MA reading list (PDF) for a detailed description of the selections for each area.

Spanish Linguistics - Focused Area of Study with a Thesis and Non-Thesis

For the linguistics focus area of study, the written examination will be based on coursework. Candidates are required to take exams in the following areas: SP 502 and an elective, Spanish language and linguistics, and literature. From the selection of questions provided in each area, the candidate must generate six written answers.

Romance Languages, without a concentration - Combination of Romance Languages with a Thesis and Non-Thesis

From the selection of questions provided, the candidate must generate six written answers (four pertaining to the primary main language and two pertaining to the secondary language; however, if the candidate has 18 or more hours in both French and Spanish, then the candidate will generate three written answers for each).

General scheduling and assessment of the written MA Comprehensive Examination

For all plans and areas of the MA in Romance Languages degree program, typically, there are three exam days, with two exam sessions each day, spread out over the course of a week. Each exam day lasts 3 hours, divided into two sessions. During each exam session, the examinee writes answers to one question. A typical sequence for taking the exam would follow this schedule: Monday, Wednesday, and Friday for 3 hours each. After evaluating the written answers, the professor in each area of specialization decides if the candidate passes his/her question. In order to pass the entire exam, a candidate must earn a pass in five of the six areas. Should the candidate fail more than two areas, he/she will have one final opportunity to repeat the failed areas, normally in the following semester (without expectation of renewed support in the form of an assistantship). Should the candidate fail in two areas, normally he/she must repeat both areas two weeks later. Should the candidate pass both repeated areas or fail in only one of the two repeated areas, then the candidate will earn a pass on the overall exam. Should the candidate fail both repeated areas, then he/she has one final opportunity to retake the failed exams, normally the following semester (without expectation of renewed support in the form of an assistantship).

Plan I - Thesis Process Requirements

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

A thesis committee must consist of at least three members appointed by the dean of the Graduate School. Candidates set up their committee through the Graduate Academic Activities portal on the Graduate School website. The request normally is made as soon as the successful defense of the thesis proposal has been completed. All members of a thesis committee must be members of the Graduate Faculty. The Committee Chair must be a full or associate member of the Graduate Faculty. One member must be from outside the candidate's major department. The majority of the thesis committee must be full-time regular University of Alabama faculty. If the outside member is not a full

or associate member of the UA Graduate Faculty (e.g., a highly qualified person from another university, a business, or industry), the graduate dean needs to appoint that member by approving Affiliate Graduate Faculty status for the specific purpose of serving on the candidate's thesis committee. Unless there are extraordinary circumstances meriting approval by the graduate dean before the final oral defense of the thesis, all members of the thesis committee must attend the defense.

The candidate must give members of the examining committee a minimum of two weeks to read the thesis before the date of the final oral examination. All members must agree that the candidate is ready for the final oral thesis defense. A final oral thesis defense is required of all candidates completing a thesis. All members of the thesis committee must be members of the UA graduate faculty and must attend the final oral thesis defense unless there are extraordinary circumstances warranting the graduate dean's approval of the absence prior to the defense meeting.

The final oral thesis defense is the culminating experience in the master's program. As such, all members of the thesis committee are expected to attend and participate in real time. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but the student and Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. In circumstances where virtual participation is necessary, all participants must follow the Virtual Participation guidelines found in this catalog.

Plan II - Non-Thesis Process Requirements

For the literature and culture focused areas of study a minimum of 30 hours are required. For the linguistics focused areas of study a minimum of 36 credit hours are required. Candidates in both areas are required to take the Comprehensive exams in their last semester in the program.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

Graduate School information on Student Progress (p. 28).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information for the Application for Graduation (p. 15).

Romance Languages, Ph.D.

The Romance Languages, PhD program faculty mentor students in all aspects of their graduate experience, including coursework, teaching, examinations, and writing of doctoral dissertations. Graduate students have the chance to learn and research in an engaging environment, as well as teach while supported by training and mentorship. The department is committed to providing this training by means of the best facilities and technology available, and by relying on a staff of teachers and scholars with commensurate international experience and expertise. Our dedicated professionalization activities prepare students for success in gaining employment as they embark on careers as teachers, scholars, and in non-academic positions involving the language industry and government agencies. The Romance Language, Phd program has four main focused areas of study, French, Spanish, and French and Spanish and Linguistics with either French or Spanish.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- **Writing Sample:** In the target language (French, Spanish) the writing sample should be about 10 pages (double spaced) in length and the candidate seeking admission will need to demonstrate a commensurate level of proficiency in the target language as well as critical thinking skills.
- **Statement of Purpose:** The applicant should describe how prior academic experience has prepared them for graduate study in the target language at The University of Alabama (UA) and specify the fields of interest. The statement should indicate how the Modern Languages and Classics (MLC) Department's programs and courses align with the applicant's goals both as a student at UA and after graduation. PhD applicants, need to describe their research goals in detail and refer to the MLC professor whose research most aligns with their research. If the applicant is interested in GTA support, include information on why teaching and pedagogical training during their Graduate program will support their professional goals.
- **Video Recording in the target Language:** Submit a 3-5 minute (.mpv4 or .mov format) video recording in which the applicant speaks freely about themselves in a conversational manner in the target language (do not read a prepared text). Then read a paragraph from a target language text of the applicant's choice or a short poem.
- A resume
- 3 letters of recommendation

No entrance exam scores are required. However, applicants to all programs who seek to position themselves for possible consideration for additional financial support in the form of an enhanced assistantship or fellowship should submit an entrance score (GRE or MAT), even when it is not required for admission. Applications for both full-time and part-time status are welcome. All applicants seeking full-time student status are considered for financial support in the form of a graduate teaching assistantship.

For applicants with insufficient undergraduate preparation, admission may be contingent upon completion of designated undergraduate requirements. Qualified students with an appropriate undergraduate degree may be admitted directly to the Doctoral program in Romance Languages. However, in such circumstances completion of all

requirements for the appropriate Master of Arts program, including comprehensive testing and subsequent awarding of the Master of Arts degree, will be a prerequisite for completion of the Doctoral degree.

When available, we offer teaching assistantships to qualified full-time MA and PhD candidates. Assistantships include a stipend paid over nine months, a tuition waiver and health insurance. Exceptionally qualified candidates may be eligible for fellowships or enhanced assistantships.

We have rolling year-round admissions.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Romance Language, Phd program has four main focused areas of study, French, Spanish, and French and Spanish and Linguistics with either French or Spanish.

In addition to the program-specific requirements presented below, all doctoral candidates, regardless of the option selected, must adhere to the following.

The minimal formal coursework required for the doctoral degree is 60 semester hours. Appropriate MA hours earned at The University of Alabama can also count toward the total required accumulation of hours. Students who have completed a master's thesis need accumulate only 54 hours of coursework. Once all coursework is completed, an additional 18 hours of Dissertation Research (FR 699 Dissertation Research, SP 699 Dissertation Research or RL 699 Dissertation Research) with the dissertation director(s) are required. All doctoral candidates must possess reading knowledge of one language in addition to English, their native language, and their language of specialization.

Code and Title		Hours
Research Course		3
RL 557	Critical Theory (For literature students)	
RL 514	Qual Methds/Applied Ling Res (For linguistics students)	
RL 523	Quantitative Methods in Ling (For linguistics students)	
These courses need not be language-specific; they can be general and inclusive of all literature and languages.		
French or Spanish Teaching Practicum		3
FR 512	Practicum Appl Linguist	
SP 502	Pract Appl Linguistics	
Focused Area of Study		54
Students will select French, Spanish, French and Spanish, or Linguistics with French or Spanish as their focused area of study.		
Literature and Cultural Studies with French - Focused Area of Study		
French coursework - 42 hours must include four of the following fields:		
Early Modern (17th and 18th Centuries)		
FR 545	17th Cent French Lit I	
FR 546	17th Cent French Lit II	
19th Century		
FR 552	Spec Top 19th Cent French Lit	
20th and 21st Centuries		
FR 553	20th-Century French Novel	
FR 554	20th-21st FR Lit Sp Topics	
FR 577	French Cinema	

Francophone Studies

FR 531	Francophone Sub-Saharan Africa
FR 535	Bande Dessinée
FR 555	Quebecois Lit & Culture
FR 578	Writing Immigration

18 hours in other language or an allied discipline which might include another language, linguistics, German, Italian studies, or other areas approved by the Director of Graduate Studies.

Literature and Cultural Studies with Spanish - Focused Area of Study

Spanish coursework - 42 hours must include four of the following fields:

Thematic Courses

These courses cover any of the chronological periods and geographical areas specified below:

SP 527	Spanish Women Authors
SP 537	Gender in Hispanic Works

Golden Age Peninsular

SP 591	Cervantes
SP 593	16th C Peninsular Lit
SP 594	17th C Peninsular Lit

19th Century Peninsular

SP 521	19th-Century Spanish Prose

20th-21st Century Peninsular

SP 526	20th C Span Novel Post Civil W
SP 528	Historical Memory in Spain
SP 530	Contemporary Iberian Culture

Colonial Latin America

SP 515	Span Amer Colonial Texts

19th Century Latin American

SP 516	19th C Span Amer Lit

20th-21st Century Latin American

SP 538	Spanish American Short Story

U.S. Latinx Studies

SP 689	Sem Spanish-American Lit (Any relevant topic.)

18 hours in other language or an allied discipline which might include German, linguistics, Italian studies, or other areas approved by the Director of Graduate Studies.

French and Spanish - Focused Area of Study

All PhD in Romance languages candidates choosing this area of focus have maximal flexibility in course selection. There is no slate of required courses for either of the two languages. The candidate must simply amass 30 hours (including transferred MA hours) in each of the two languages. A maximum of 18 hours in either language (French or Spanish) can be transferred from a prior MA to satisfy requirements towards either language in the French and Spanish focus area of study.

Linguistics with French and/or Spanish - Focused Area of Study

30 hours in the language and 30 hours in linguistics

Romance languages candidates seeking a linguistics-oriented curriculum, must accumulate 30 hours in linguistics (including transferred MA credits), in addition to French or Spanish (including transferred MA credits).

Some courses can be counted as either language or linguistics, depending upon the student's programmatic needs. For example, a student with a focus on Spanish with linguistics can count a course on Spanish linguistics under the language category or under the linguistics category in order to free up additional hours in the category that best serves the student's programmatic needs. In all cases, a minimum of 60 hours of graduate credit must be accumulated (54 hours for students with an MA thesis). Both French and Spanish require a descriptive linguistics course:

FR 561	French Linguistics
SP 556	Intro Spanish Linguistics

The remaining coursework for this area of study is determined in consultation with the appropriate graduate advisor.

Some representative courses are:

FR 521	Pronunciation & Phonetics
FR 535	Bande Dessinée
SP 584	Phonetics and Dialectology
SP 585	History of Spanish Language
RL 587	Bilingualism
RL 586	Pragmatics

Dissertation Requirements**18**

FR 699 or	Dissertation Research
SP 699	Dissertation Research
or	
RL 699	Dissertation Research

Total Hours**78**

Transfer Credit

Up to half of the total hours of the doctoral degree may consist of transferred credits earned at another institution.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirements

Once enrolled, all doctoral candidates must submit a Plan of Study to the Office of the Graduate School and abide by all other policies of the Graduate School. The student's Plan of Study for the PhD degree must be approved by the department and the Graduate School by the time the student completes 30 graduate semester hours of UA and/or transfer course work.

Graduate School information on the Doctoral Plan of Study (p. 21).

Comprehensive Exam

At the outset of the semester following the conclusion of the candidate's required doctoral coursework, an exam committee will be formally constituted, normally being composed of five professors having taught the candidate's coursework or whose area of expertise is appropriate to the proposed dissertation topic. The selection of the other committee members is normally determined by virtue of consultation between the committee chair and the candidate, with the advice of the appropriate Graduate Advisor(s) if needed. (If for any reason the original exam committee chair cannot continue to function in that capacity at any time during the exam cycle or cannot serve as the subsequent dissertation director, a new exam committee chair or dissertation director will be designated in consultation with the appropriate Graduate Advisors or the department Chair.)

After ample prior consultation and guidance from the prospective exam committee chair (who is also the prospective dissertation director, as

indicated above), the candidate will submit to the exam committee chair a written “pre-prospectus,” that is, a preliminary version of the prospectus. If deemed acceptable by the exam committee chair, said chair will distribute the pre-prospectus to the rest of the committee. If the exam cycle takes place during a fall semester, the exam committee should receive the pre-prospectus no later than October 1st (or the next nearest business day). If the exam cycle takes place during a spring semester, the exam committee should receive the pre-prospectus no later than March 1st (or the next nearest business day). In order to meet the stated deadlines, the candidate must have already begun work on the pre-prospectus well prior to the outset of the exam semester.

After reading the pre-prospectus, the exam committee members will submit to the exam committee chair a set of written questions. Each committee member will submit one question. That question, which may pertain to the pre-prospectus or to any of the candidate’s course work taught by the examiner, may be narrow or broad and may contain multiple parts. If the exam cycle takes place during a fall semester, the exam committee members should normally submit their questions to the committee chair no later than October 7th (or the next nearest business day). If the exam cycle takes place during a spring semester, the exam committee members should normally submit their questions no later than March 7th (or the next nearest business day). After reviewing all the questions to verify that format guidelines have been followed, the exam committee chair will then submit all the questions simultaneously to the candidate. (In the event, however, that some of the examiners’ questions are late in arriving, the other questions should be given to the candidate on the stated deadline, with the late questions following as soon as they are supplied. If Fall Break or Spring Break interferes with the stated deadlines, appropriate adjustments can be made.)

Once the questions have been submitted to the candidate, he/she will have a total of two full weeks to generate written responses to all of the questions. Each response should be a minimum of four standard pages in length (plus a reference bibliography, if required) and a maximum of ten standard pages in length (plus a reference bibliography, if required). A reference bibliography is required if the student cites any sources in the text of the response. The written responses must be typed, using the New Times Roman font (except for phonetic notation and other special characters) set for 12 points, and must be double-spaced with one-inch margins on all sides. Completed answers will be delivered to the exam committee chair, usually in electronic format, who will then be responsible for distributing the answers to the rest of the committee. Every member of the exam committee should be provided with a copy of all the written answers. If the exam cycle takes place during a fall semester, the exam committee members should receive the set of answers no later than October 25th (or the next nearest business day). If the exam cycle takes place during a spring semester, the exam committee members should receive the set of answers no later than March 25th (or the next nearest business day). (If Fall Break or Spring Break interferes with the stated deadlines, appropriate adjustments can be made.)

The exam committee members will have a maximum of ten days to evaluate the candidate’s answers. They will then vote on the acceptability of the written exam (which includes both the pre-prospectus and the written answers). Every questioner votes primarily on his/her section of the exam, but may also take into account overall performance. Each individual examiner should register a vote according to the following gradation:

- PASS with distinction
- PASS

- PASS with reservation
- FAIL

This voting gradation is for department-internal use only; the final overall outcome will be reported to the Graduate School as either PASS or FAIL. In order to obtain an overall outcome of PASS, at least four of the five examiners must vote for any of the three gradations of PASS. In the event that the candidate does not obtain at least four positive votes, the overall outcome is reported to the Graduate School as a FAIL. The candidate will have, in accordance with Graduate School policy, one additional chance to retake the exam. In such a case, the candidate must retake all of the failed sections of the exam at a later date, to be determined by the exam committee in consultation with the student. In the event that there is a lack of consensus concerning the appropriate date for the retake, the departmental Chair, in consultation with all parties, will make the final determination.

Admission to Candidacy Requirements

When the candidate passes the written exam, he/she uses the feedback gained during the examination process, in consultation with the prospective dissertation director (that is, the former exam committee chair), to arrive at the final version of the dissertation prospectus (that is, the final revision of what was formerly the pre-prospectus). Prior to the end of the semester, the prospectus will be defended orally in the presence of the dissertation committee. Ideally, to facilitate continuity, the membership of the dissertation committee will be the same or nearly the same as the previous exam committee, but circumstances may arise where changes will occur in the composition of the committee (for example, an examiner who had coursework with the candidate but whose expertise lies outside the parameters of the proposed dissertation topic might rotate off of the committee and be replaced by someone else when the dissertation committee is constituted). According to Graduate School policy, to constitute a successful defense, the prospectus must meet with the approval of at least three members of the committee. At the close of a successfully defended prospectus presentation, the members of the dissertation committee will sign the “Application for Candidacy” form. This is also an appropriate moment for the “Appointment or Change of Doctoral Dissertation Committee” to be completed and initialed by all members of the dissertation committee, if that obligation remains to be fulfilled. Both forms should then be delivered to the Graduate School, along with an “Outline of Ph.D. (Plan of Study)” form, if this item has not yet been filed.

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

The following benchmarks and recommendations should be observed in order to ensure the timely completion of the dissertation. The two-fold rationale for establishing these benchmarks is (1) to assist the dissertating candidate (and dissertation research director) with the management of the completion calendar, and (2) to allow faculty members a suitable amount of time to read dissertation material at the applicable intervals and then respond with appropriate feedback and support for the candidate. Dissertating candidates are expected to make every effort to meet the following benchmarks.

Part I (The benchmarks established for Part I apply primarily to full-time candidates who hold Graduate Teaching Assistantships. Part-time candidates, who may be in the workforce, can establish a different pace for coursework completion and for writing the dissertation, keeping in mind the degree completion time limit imposed by the Office of

the Graduate School for completion of all degree requirements. All candidates are subject to the benchmarks established for Part II.)

1. No later than the fourth semester of PhD program: completion of all coursework and fulfillment of the language proficiency requirement. (Note: the fourth semester is the benchmark for candidates who began the program with approximately 30 semester hours of transferable credit from a prior M.A.; candidates entering directly from the B.A. will typically face this same benchmark in the eighth semester of the PhD program; candidates whose M.A. credits have partly or fully expired, being more than six years old, will need to consult with the MLC departmental Graduate Director to establish the appropriate benchmark semester for completion of coursework requirements).

2. No later than the fifth semester of PhD program: completion of the Pre-prospectus / Exam / Prospectus cycle, including the successful defense of the final prospectus (consult the Comprehensive Exams section). Student is admitted to candidacy for the PhD degree.

3. Sixth and seventh semesters of the PhD program (assuming a successful fifth-semester prospectus defense): Subsequent to the successful prospectus defense (Admission to Candidacy), the candidate will sit down with the dissertation director, and they will mutually decide on a timeline for the sixth and seventh semesters, such that the candidate will be able to meet the benchmarks described below in Part II leading up to and including the final doctoral semester. It is expected that the bulk of the dissertation will be drafted during the sixth and seventh semesters.

4. No later than the eighth semester of the PhD program: completion and successful defense of the dissertation, and uploading of final draft of the dissertation to ProQuest.

Part II (The benchmarks established for Part II will be in force for all candidates, regardless of full-time or part-time status and regardless of GTA or non-GTA status.)

1. Subsequent to the successful prospectus defense, the candidate will sit down with the dissertation director, and they will mutually decide on a specific timeline, such that the candidate will be able to meet the benchmarks described below leading up to and including the final doctoral semester. (Note: for GTAs, this benchmark overlaps with the more specific timeline given in I.3 above). The candidate and dissertation director will also come to an understanding about how available the director will be during intervening breaks (such as summer). They will review the likely structure for the dissertation, including how many chapters will be included and when each chapter will be submitted for review by the dissertation director. If necessary, IRB approval procedures will be addressed and related calendars set. For non-GTA dissertators, the timeline agreed upon may be different from what has been established for GTAs in I.3 above, but in all cases candidates must be aware of their seven-year completion deadline. Note that the Admission to Candidacy for the Doctoral Degree Form should be ready for signatures at the close of the successful prospectus defense and should then be submitted to the Office of the Graduate School, along with the following two forms, if they have not yet been submitted: Appointment/Change of the Doctoral Dissertation Committee Form and Outline of the PhD Program (Plan of Study) Form.

2. No later than three months prior to the expected dissertation defense, following consultation with the dissertation director, the candidate will send the most current version of the dissertation

to the complete committee (approximately December 10-15 for a spring graduation, or in early July for a fall graduation).

3. The proposed complete draft of the dissertation should be sent to the dissertation director at least two weeks prior to its submission to the full committee (approximately the second week of February for a spring graduation, or the second week of September for a fall graduation). Candidates having co-directors should submit this a week earlier, allowing time for consultation between the co-directors.

4. The complete penultimate draft of the dissertation should be sent to the committee at least three weeks prior to the dissertation defense (approximately the last week of February for a spring graduation, or the last week of September for a fall graduation).

5. The dissertation defense should occur at least two weeks prior to the deadline for uploading the completed dissertation to ProQuest (hence the defense date would be approximately March 10-15 for a spring graduation, or October 10-15 for a fall graduation).

6. By approximately the last week of October (for fall graduation) or March (for spring graduation), the dissertation must be uploaded to ProQuest and the Committee Acceptance Form for Electronic Thesis or Dissertation must be submitted, in accordance with the requirements stipulated by the Office of the Graduate School. Candidates must check the specific day of the deadline for the relevant semester. The calendar of academic deadlines for students is consultable online at the Graduate School website.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

Acceptable academic progress in the PhD program should conform to the MLC Dissertation timeline and Graduate School Requirements.

Additional Academic Requirements

All new graduate teaching assistants must enroll for the appropriate teaching practicum, either FR 512 Practicum Appl Linguist or SP 502 Pract Appl Linguistics.

All doctoral candidates must possess reading knowledge of one language in addition to English, their native language, and their language of specialization.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

School of Music

The College of Education offers the MA, the EdS, the EdD, and the PhD in Secondary Education (Music Education emphasis). Information concerning these degrees will be found in this catalog in the College of Education (p. 525) section.

- Majors
 - Music, MM (p. 397)
 - Music, DMA (p. 391)

Director

- Charles G. Snead

Professor

- Charles G. Snead

Director of Graduate Studies

- Jonathan S. Noffsinger

Associate professor

- Jonathan S. Noffsinger

Associate Director of Graduate Studies

- Jacob W. Adams

Assistant professor

- Jacob W. Adams

MUA501 Secondary Applied Study

Hours .5-1

Private instruction.

MUA527 Horn Choir

Hours 1

Applied ensemble for horn students at the graduate level.

MUS501 Intro Grad Study In Mus

Hours 3

An introduction to the basic bibliographic tools and research techniques in music. Offered fall semester.

MUS502 Film Scoring

Hours 3

A study of the art of scoring music for films. The course will examine aesthetics of film scoring and apply it in this course. Offered fall semester.

[View All Courses](#)

Music, DMA

The School of Music offers the Doctor of Musical Arts (DMA) in conducting (wind, choral and orchestral), composition, and performance.

Admission Requirements

The Master of Music (MM) degree is required from The University of Alabama or the equivalent from another accredited institution. The

MM equivalent must include recitals and/or major creative work, as appropriate.

In the performance areas, an audition at the MM level that includes at least 20 - 25 minutes of performance time is required. It must include representative works drawn from a variety of historical periods. In composition, scores and recordings of original works, together with evidence of public performances, must be submitted.

Diagnostic entrance examinations are required in musicianship, music theory and writing skills; vocal performance majors also take diagnostic examinations in IPA transcription and song text translation in German, Italian, French, and, where appropriate, Latin and English. All theory and history deficiencies revealed in these examinations must be removed by the end of the first fall semester after matriculation. All deficiencies in diction revealed in these exams must be removed by the end of the first spring semester after matriculation. A schedule of remediation will be determined by appropriate faculty and the director of graduate studies (DGS) in music and may include enrollment in MUS 595 Graduate Theory Review, MUS 591 Readings in Music History, or MUS 510 Advanced Arranging and, for vocal performance majors MUS 532 Graduate Diction Review. Students may not earn graduate credit in theory or history until all deficiencies in the respective areas have been removed.

In addition to the regular Graduate School application requirements, the following are required as part of the application process:

- Portfolio Submission of a portfolio is necessary in composition.
- Interview An on-campus interview is encouraged but not required.
- Audition An audition is required for performance and conducting majors (sometimes replaced by an audition recording).
- Departmental Exam An examination in musicianship and music theory is needed at the time of audition. Also, diagnostic examinations in music theory and music history, and diction for vocal performance majors, are required at the beginning of the first semester of study.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements For the DMA Degree

Course distribution (hours required beyond the MM degree).

Major area: 20–25 hours, including document (see below for description)

Theory/music history: 18 hours (minimum of 9 in each area)

Pedagogy: 3–6 hours

Electives: 5-7 hours

DMA in Composition		Hours
MUS 619 or MUS 620 (Four Semesters)		16
One 500/600-level Music History Pre-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 534	Renaissance Proseminar	
MUS 535	Baroque Proseminar	
MUS 559	Spec Topics Musicology	
MUS 622	Sem Medieval Renaiss Mus	
One 500/600-level Music History post-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 550	Prosem Music Classic Era	
MUS 553	Prosem Music Romantic Pd	
MUS 558	Prosem Music 20th Centry	

MUS 559	Spec Topics Musicology	
MUS 625	Seminar Romantic Music	
MUS 626	Sem Twentieth Cent Music	
One 500/600-level Music History selected from:		3
MUS 527	Studies In Special Lit	
MUS 534	Renaissance Proseminar	
MUS 535	Baroque Proseminar	
MUS 550	Prosem Music Classic Era	
MUS 553	Prosem Music Romantic Pd	
MUS 558	Prosem Music 20th Centry	
MUS 559	Spec Topics Musicology	
MUS 622	Sem Medieval Renaiss Mus	
MUS 625	Seminar Romantic Music	
MUS 626	Sem Twentieth Cent Music	
Three 500-level Theory courses selected from:		9
MUS 503	18th-Century Counterpoint II	
MUS 504	Analysis of Tonal Music	
MUS 516	Special Topics in Music Theory	
MUS 537	Analysis of 20th-Century Music	
500- and/or 600-level Electives (Music or non-music)		10
- 3 of 10 hours must be chosen from one of the following: MUS 503, MUS 512, MUS 514, MUS 517, MUS 518, MUS 525, or MUS 528		
MUS 699	Document Research	4
Other requirements:		
- The equivalent of one public recital of works composed and performed during work toward the DMA at UA		
- One, 50-minute, public lecture		
Total Hours		48
DMA in Choral Conducting		Hours
MUS 692	Adv Choral Conducting (Three Semesters)	9
MUS 594	Adv Instrumental Conduct	3
MUS 651	Choral Conduct Pedagogy	3
MUS 674	Topics Choral Literature (two semesters)	4
One 500/600-level Music History Pre-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 534	Renaissance Proseminar	
MUS 535	Baroque Proseminar	
MUS 559	Spec Topics Musicology	
MUS 622	Sem Medieval Renaiss Mus	
One 500/600-level Music History post-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 550	Prosem Music Classic Era	
MUS 553	Prosem Music Romantic Pd	
MUS 558	Prosem Music 20th Centry	
MUS 559	Spec Topics Musicology	
MUS 625	Seminar Romantic Music	
MUS 626	Sem Twentieth Cent Music	
One 500/600-level Music History selected from:		3
MUS 527	Studies In Special Lit	
MUS 534	Renaissance Proseminar	
MUS 535	Baroque Proseminar	

MUS 550	Prosem Music Classic Era	
MUS 553	Prosem Music Romantic Pd	
MUS 558	Prosem Music 20th Centry	
MUS 559	Spec Topics Musicology	
MUS 622	Sem Medieval Renaiss Mus	
MUS 625	Seminar Romantic Music	
MUS 626	Sem Twentieth Cent Music	
Three 500-level Theory courses selected from:		9
MUS 503	18th-Century Counterpoint II	
MUS 504	Analysis of Tonal Music	
MUS 516	Special Topics in Music Theory	
MUS 537	Analysis of 20th-Century Music	
500- and/or 600-level Electives (Music or non-music)		9
MUS 699	Document Research (DMA Final Project)	4
Other requirements:		
- Two, public recitals		
- One, 60-minute, lecture-recital		
Total Hours		50
DMA in Wind Conducting		Hours
MUS 694	Adv Wind Conducting (3 Semesters)	9
MUA 552	Wind Ensemble (2 semesters)	2
MUS 568	Sem Wind Lit-Chambr Form	2
MUS 563	Projects In Wind Music	3
MUS 592	Adv Choral Conducting	3
MUS 650	Wind Conduct Pedagogy	3
MUS 669 or	Sem in Wind Lit - Large	2
MUS 568	Sem Wind Lit-Chambr Form	
One 500/600-level Music History Pre-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 534	Renaissance Proseminar	
MUS 535	Baroque Proseminar	
MUS 559	Spec Topics Musicology	
MUS 622	Sem Medieval Renaiss Mus	
One 500/600-level Music History post-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 550	Prosem Music Classic Era	
MUS 553	Prosem Music Romantic Pd	
MUS 558	Prosem Music 20th Centry	
MUS 559	Spec Topics Musicology	
MUS 625	Seminar Romantic Music	
MUS 626	Sem Twentieth Cent Music	
One 500/600-level Music History selected from:		3
MUS 527	Studies In Special Lit	
MUS 534	Renaissance Proseminar	
MUS 535	Baroque Proseminar	
MUS 550	Prosem Music Classic Era	
MUS 553	Prosem Music Romantic Pd	
MUS 558	Prosem Music 20th Centry	
MUS 559	Spec Topics Musicology	
MUS 622	Sem Medieval Renaiss Mus	
MUS 625	Seminar Romantic Music	
MUS 626	Sem Twentieth Cent Music	

Three 500-level Theory courses selected from:	9
MUS 503 18th-Century Counterpoint II	
MUS 504 Analysis of Tonal Music	
MUS 516 Special Topics in Music Theory	
MUS 537 Analysis of 20th-Century Music	
500- and/or 600-level Electives (Music or non-music)	7
MUS 699 Document Research	4
Other requirements:	
- Two, public recitals	
- One 60-minute, lecture-recital	
Total Hours	53
DMA in Instrumental Performance	Hours
600-level Applied Music (4 semesters)	16
500- or 600-level Pedagogy Appropriate to Major	3
MUS 552 Directed Studies Piano	
MUS 643 Brass Wdwind Strg Pedagogy	
One 500/600-level Music History Pre-1750 topic selected from:	3
MUS 527 Studies In Special Lit	
MUS 534 Renaissance Proseminar	
MUS 535 Baroque Proseminar	
MUS 559 Spec Topics Musicology	
MUS 622 Sem Medieval Renaiss Mus	
One 500/600-level Music History post-1750 topic selected from:	3
MUS 527 Studies In Special Lit	
MUS 550 Prosem Music Classic Era	
MUS 553 Prosem Music Romantic Pd	
MUS 558 Prosem Music 20th Centry	
MUS 559 Spec Topics Musicology	
MUS 625 Seminar Romantic Music	
MUS 626 Sem Twentieth Cent Music	
One 500/600-level Music History selected from:	3
MUS 527 Studies In Special Lit	
MUS 534 Renaissance Proseminar	
MUS 535 Baroque Proseminar	
MUS 550 Prosem Music Classic Era	
MUS 553 Prosem Music Romantic Pd	
MUS 558 Prosem Music 20th Centry	
MUS 559 Spec Topics Musicology	
MUS 622 Sem Medieval Renaiss Mus	
MUS 625 Seminar Romantic Music	
MUS 626 Sem Twentieth Cent Music	
Three 500-level Theory courses selected from:	9
MUS 503 18th-Century Counterpoint II	
MUS 504 Analysis of Tonal Music	
MUS 516 Special Topics in Music Theory	
MUS 537 Analysis of 20th-Century Music	
500-level Ensemble (2 semesters)	2
MUS 699 Document Research	4
Other requirements:	
- Three, public recitals	

- One, 50-minute, public lecture or lecture-recital	
Total Hours	48
DMA in Vocal Performance	Hours
MUA 674 Voice (4 semesters)	16
MUS 642 Vocal Pedagogy	3
One 500/600-level Music History Pre-1750 topic selected from:	3
MUS 527 Studies In Special Lit	
MUS 534 Renaissance Proseminar	
MUS 535 Baroque Proseminar	
MUS 559 Spec Topics Musicology	
MUS 622 Sem Medieval Renaiss Mus	
One 500/600-level Music History post-1750 topic selected from:	3
MUS 527 Studies In Special Lit	
MUS 550 Prosem Music Classic Era	
MUS 553 Prosem Music Romantic Pd	
MUS 558 Prosem Music 20th Centry	
MUS 559 Spec Topics Musicology	
MUS 625 Seminar Romantic Music	
MUS 626 Sem Twentieth Cent Music	
One 500/600-level Music History selected from:	3
MUS 527 Studies In Special Lit	
MUS 534 Renaissance Proseminar	
MUS 535 Baroque Proseminar	
MUS 550 Prosem Music Classic Era	
MUS 553 Prosem Music Romantic Pd	
MUS 558 Prosem Music 20th Centry	
MUS 559 Spec Topics Musicology	
MUS 622 Sem Medieval Renaiss Mus	
MUS 625 Seminar Romantic Music	
MUS 626 Sem Twentieth Cent Music	
Three 500-level Theory courses selected from:	9
MUS 503 18th-Century Counterpoint II	
MUS 504 Analysis of Tonal Music	
MUS 516 Special Topics in Music Theory	
MUS 537 Analysis of 20th-Century Music	
500-level Ensemble (2 semesters)	2
MUA 560 Opera Workshop	
MUA 561 Opera Production	
MUA 563 University Singers	
500- and/or 600-level Electives (Music or non-music)	3
MUS 574 or Graduate Vocal Literature I	2
MUS 652 Special Topics Vocal Lit I	
MUS 699 Document Research	4
Other requirements:	
- Three, public recitals	
- One, 50-minute, public lecture or lecture-recital	
Total Hours	48

Recital requirements

In performance, a minimum of three recitals are required. In conducting there is a requirement for a minimum of three concerts, one of which must be a lecture-recital. In composition, the requirement includes a

full recital, or equivalent in length, of music written at the DMA level, exclusive of work done on the document.

Advisory Committee

A committee shall be appointed to supervise the student's program and progress toward the degree. The constitution of the committee is described in the Graduate Handbook of the School of Music.

Written comprehensive examinations

All students must pass written comprehensive examinations in the major area. No student may attempt the written comprehensive examination sooner than the first Fall or Spring semester after successful completion of all required MUS courses. A description of the written comprehensive examinations is included in the Graduate Handbook of the School of Music.

Document

In performance, choral conducting, and wind conducting, a final project that includes a research and writing component is required. The subject, content, and length of the project must be approved by the student's advisory committee. The School of Music offers options for the format of the final project; these are described in detail in the School of Music's Graduate Handbook (available on the School of Music's website) under "DMA Curriculum Outlines." In composition, there must be a large original work in an unspecified medium, in addition to and distinct from any work done for degree credit in the DMA program. Every project is subject to approval by the student's advisory committee. Work is supervised by the major teacher and the student's advisory committee.

Public lecture

In performance and composition, there is a required 50-minute lecture demonstrating the candidate's ability to communicate about the area of specialization.

Language requirement

There is no specific language requirement for the DMA. Depending on the student's academic program, the advisory committee may require proficiency in a foreign language.

Residency requirement

A minimum of two consecutive, full-time academic semesters must be spent in residence at the University; one may consist of a full summer, if approved by the advisory committee. A minimum of 18 semester hours must be earned in residence. Only degree credit may be counted toward the 18 hours.

Transfer Credit

Courses of full graduate-level credit earned in a regionally accredited institution where a student was enrolled in the graduate school may be submitted for review for inclusion in a doctoral degree program. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama. Acceptance of credit requires the approval of the student's advisory committee and the dean of the Graduate School. Only courses in which a student earned a "B" grade or better may be transferred. Document Research (699) may not be transferred in from an outside institution.

In some cases, foreign educational credentials may not meet the Graduate School's criteria for transfer of credit. It may be necessary for students in this situation to secure an evaluation of their credentials from World Education Services Inc. (WES), an external foreign credential evaluation service. Additional information on their services can be found at their website.

A student initiates at the Graduate School's website a Request for Transfer of Graduate Credit earned at another institution. It is also the student's responsibility to assure that the Graduate School receives an official transcript from the other institution where the transfer credit has been requested, well in advance of the final semester.

With the approval of the student's department and the dean of the Graduate School, the greater of 12 hours or 25 percent of the required coursework for a doctoral degree may be transferred from another institution. The approved transferred coursework must be earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA doctoral program. Departments may have more restrictive timelines. Revalidation or recertification of graduate credits that will be more than 18 semesters old at the time of UA doctoral program completion is not an option.

Doctoral Plan of Study Requirement

See the Graduate School Policy on the Doctoral plan of study (p. 21).

Comprehensive Exams

All students must pass written comprehensive examinations in the major area. No student may attempt the written comprehensive examination sooner than the first Fall or Spring semester after successful completion of all required MUS courses. A description of the written comprehensive examinations is included in the SOM Graduate Handbook.

Admission to Candidacy Requirements

DMA students may be admitted to degree candidacy after passing the written comprehensive examination and obtaining advisory committee approval of a final project prospectus. The advisory committee will sign the Admission to Candidacy form when both conditions have been met.

From this point, the Graduate Catalog requires continuous enrollment in MUS 699 in all fall and spring semesters until graduation.

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment Policy (p. 21).

DMA Final Project Requirements and Procedures

The Advisory Committee

The Director of the School of Music (SOM) with advice from the Director of Graduate Studies (DGS) appoints the SOM advisory committees for all DMA students in the first semester of enrollment. The student is provided, via email, a copy of the Committee Appointment Memo signed by the Director of the School of Music. The student should "invite" the faculty to serve on their committee via the committee formation interface.

The external member of the DMA committee will be appointed after preliminary approval of the thesis or final project prospectus.

The advisory committee for all DMA students will consist of at least six members, five drawn from the graduate faculty of the SOM and an external member who must hold appropriate graduate faculty status in another discipline. The membership must include

1. the student's major professor (usually serving as chair)
2. one other faculty member from the student's major area or, when appropriate, from a related area;

3. one member of either the Theory/Composition or the Musicology faculty;
4. one member of the graduate faculty of the SOM drawn from outside the student's major area;
5. an additional member of the graduate faculty of the School of Music from any area;
6. an external member who holds UA graduate faculty status in an area other than SOM.

School of Music committee members grade all recitals, the lecture or lecture-recital, and comprehensive exam. All members, including the external member, evaluate the DMA final project prospectus and first draft, and grade the final project defense. All grading is pass/fail. Grades for oral exams and thesis defenses will be agreed upon at the meeting; those for comprehensive examinations and recitals, lectures, etc., will be submitted by committee members through current official procedures. Recordings of recitals and lectures will be available for committee members who cannot attend performances.

Final Project Prospectus:

1. Prospectus Preparation

Through research and consultation with the major professor, other committee members, and other appropriate persons, the student selects a final project and writes a formal prospectus. The prospectus details the scope of the project and its significance, the components required, working methods, and other supporting information. A brief narrative, an outline, and a working bibliography are required.

2. Prospectus Submission

The prospectus may be submitted after the student earns 12 DMA credit hours (excluding remediation).

With the major professor's approval, the student submits the prospectus to the DGS, who reviews the format and submits the prospectus to the advisory committee.

3. Prospectus Approval

The DGS polls the committee and, if all agree, schedules a prospectus defense.

Approval by the advisory committee is required for work to proceed. See 4.6 Admission to Candidacy.

4. Document Advisor

At the prospectus defense, the DGS appoints a document advisor from among the committee members.

Students planning to conduct interviews as part of their research must provide evidence of contact with each intended interviewee, as well as a list of sample questions. Before you start your research with human participants, you must submit an application with the University of Alabama's Institutional Review Board (IRB).

DMA Final Project First Draft

1. First Draft Preparation

After successful defense of the prospectus, the student completes a draft of the written component and a progress report on other parts of the project (recording, recitals), with supporting evidence.

The written component must conform to Graduate School regulations for electronic theses and dissertations and to a style guide approved by the Graduate School. The Graduate School website gives full information

under the heading "Current Students" and then "Preparing Theses and Dissertations." The SOM's default style guide is *The Chicago Manual of Style*, notes and bibliography format; individual committees may approve a different style guide if it is accepted by the UA Graduate School. *The Chicago Manual of Style* is available online through UA Libraries.

Note: Students should include the dedication and acknowledgments pages with headings and page numbers only; texts of those sections should not be added until after the defense.

2. First Draft Submission

With the approval of the document advisor, the student sends the first draft to the DGS, who reviews the format and submits the draft to the advisory committee.

3. First Draft Approval

The DGS polls the committee and, if all agree, schedules a first-draft meeting. The first draft components are evaluated. Corrections and suggestions must be incorporated into the final version of the project.

DMA Final Project Final Draft

1. Final Project: Submission

After completion of all components, and with the major professor's approval, the student sends all components of the project to the DGS, who reviews the format and submits to the advisory committee.

Option I: 60 – 70-page document.

Option II: professional-quality recording, track listings, cover art with program notes, and the 25–30-page manuscript.

Option III: non-professional recordings of the two recitals with the 25–30-page manuscript.

2. Final Project Defense

With the advisory committee's approval, and if all other requirements for the degree have been completed successfully, the DGS convenes the committee for the project defense.

3. Grading

The advisory committee grades the defense pass or fail.

4. Minor Changes after the Successful Defense

The advisory committee may require minor changes to components of the project; the major professor is responsible for monitoring the changes before the student submits the project to the Graduate School.

5. Substantial Changes after the Defense

If substantial changes are recommended during the defense, the project will not be submitted, and forms will not be signed until a complete revision has been presented to the advisory committee.

6. Graduate School Submission

After a successful defense, the student submits the document or manuscript to the Graduate School, following procedures given on the Graduate School website.

The DMA Final Project

All DMA students must complete a final project that includes a scholarly written component. More specific information about the written component may be found in the School of Music (SOM) Graduate Handbook. Three options are available; they are described in detail with requirements and procedures in the SOM Graduate Handbook.

Option I: Any DMA student may choose to write a document of approximately 60

– 70 pages.

For Performance and Conducting Students

The DMA document is of narrower scope than a dissertation but involves the same high level of research and rigorous documentation. It demonstrates the candidate's ability to communicate general and specific information about the area of specialization and results in an original contribution to knowledge. Topics might include an analysis of a work or set of works, a critical edition of a work for which none exists, a catalog of a composer's works or a substantial update if none exists, a descriptive inventory of an archival collection, a description of a musical document (collection of antebellum sheet music, etc.), a study of a performance practice, a biography or original contribution to the biography of a significant musical figure, a history of a musical organization. More specific information about the DMA Document may be found in Section 11 of the SOM Graduate Handbook.

For Composition Students

The student must compose a large original work (medium unspecified) in addition to and distinct from any work done for other degree credit in the DMA program. Work on the document will be supervised by the major professor and the advisory committee. The project does not require a recording of the composition.

Option II: Performance and Conducting students may produce a professional-quality recording featuring the student as primary soloist, primary ensemble performer, or conductor, accompanied by a 25 – 30-page contextualizing manuscript, liner notes, and cover art.

The student is responsible for execution of all aspects of the recording and must assume a leadership role in all aspects of the project, including planning, production, and editing of the recording.

The recording must be a professional-quality, produced, studio recording; it cannot be simply a recording of a live concert.

Approximately 50% of the recording may be taken from material on the recitals required for the DMA degree.

The content of the recording must constitute a cohesive program (see Cohesive Program below).

The student must be registered for applied lessons with the major professor in the semester the recording is completed.

The student must submit a 25–30-page manuscript that provides a context for the recital, the rationale behind the choice of program, historical and/or analytical information where pertinent, biographical notes about the performers, etc.

The student must submit cover art and liner notes condensed from the manuscript.

Option III: Performance students may add two recitals (in addition to the three required for the degree); the fifth recital must be accompanied by a contextualizing manuscript of 25 – 30 pages.

The content of the fifth recital must constitute a cohesive program (see Cohesive Program below).

The student must submit a 25 – 30-page manuscript that provides a context for the recital, the rationale behind the choice of program, historical and/or analytical information where pertinent, etc.

Duplication of material from any previous recital for which credit for a degree has been earned is not allowed.

Cohesive Program: Options II and III

Possibilities for the cohesive program required for the recording in Option II and the fifth recital in Option III might include performances of a composer's complete works in a particular genre or for a particular instrument; tracing a genre, such as the sonata, through several centuries; featuring representative works in a national tradition; or exploring meaningful connections between seemingly unrelated composers or works (e.g., innovative works for the instrument). For conductors in particular, a single large work may suffice. A program of unrelated works is unacceptable.

Time Limits for Degree Completion Requirements

All requirements for the doctoral degree must be completed within nine years (27 fall, spring, and summer semesters) following admission to the doctoral program.

Previous graduate credit may be applied to the doctoral degree if the credit was earned during the six-year period prior to admission to the doctoral program or accepted by the Graduate School as part of Option 2. Such credit must be identified clearly on the Plan of Study and requires Graduate School approval. Only those students graduating within the time limit for their doctoral program may apply previously approved graduate credit to the doctoral degree. Revalidation (recertification) of any expired course credit is not an option.

Graduate School information on Time Limits (p. 21) for Degree Completion.

Student Progress Requirement

A student may be dismissed from any SOM graduate program for failure to make satisfactory progress toward degree completion. Lack of progress includes failure to follow the most recent SOM Plan of Study on file and failure to attend SOM advising sessions each semester. Following notification from the SOM Director of Graduate Studies, the appropriate MM or DMA Advisory Committee may move for dismissal.

Additional Academic Requirements

In addition to the required applied lesson credits, DMA candidates must register for applied lessons in their specific discipline during each semester in which a recital or lecture is given.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leaves of Absence Information

Graduate School information on Withdrawals and Leaves of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Graduate School information on Graduation.

Music, MM

The School of Music offers the Master of Music (MM) in composition (arranging emphasis option), conducting (wind & choral), musicology, performance, and theory.

Admissions Requirements

All courses of graduate music study must meet the general requirements of the Graduate School as given in the Admission Criteria section of this catalog.

See the Admission Criteria section of this catalog for more information.

In addition, the School of Music imposes the following special requirements:

The Bachelor of Music degree in the chosen field of study from The University of Alabama or the equivalent from another accredited institution.

In special cases, a student holding the bachelor's degree but without a formal major in the chosen field may be admitted by examination.

Diagnostic entrance examinations are required in musicianship, music theory and writing skills; vocal performance majors also take diagnostic examinations in IPA transcription and song text translation in German, Italian, French, and, where appropriate, Latin and English. All theory and history deficiencies revealed in these examinations must be removed by the end of the first fall semester after matriculation. All deficiencies in diction revealed in these exams must be removed by the end of the first spring semester after matriculation. A schedule of remediation will be determined by appropriate faculty and the director of graduate studies (DGS) in music and may include enrollment in MUS 595 Graduate Theory Review, MUS 591 Readings in Music History, for vocal performance majors MUS 532 Graduate Diction Review. Students may not earn graduate credit in theory or history until all deficiencies in the respective areas have been removed.

Any deficiencies revealed by analysis of undergraduate transcripts prior to enrollment must be removed within one year of initial enrollment.

Information about the entrance examinations may be obtained from the director of graduate studies in music.

Individual Area Requirements

Performance

An audition on the major instrument. A complete repertoire list must be submitted, noting those works prepared for the audition.

Voice

The demonstration of a satisfactory vocal technique in the classical style, and satisfactory singing diction and comprehension in French, German, Italian and English.

Composition

Submission of a group of original works, including at least one in large form.

Theory

Submission of examples of work that illustrate analytical and writing skills. Students must have a reading knowledge of a foreign language (usually German, French, or Italian). Those who do not have this skill

at matriculation will be required to remove the deficiency, through the completion of appropriate language courses or by examination, before they are admitted to candidacy.

Musicology

Submission of work that illustrates research and writing skills. Students must have a reading knowledge of a foreign language (usually German, French, or Italian). Those who do not have this skill at matriculation will be required to remove the deficiency, through the completion of appropriate language courses or by examination, before they are admitted to candidacy.

Conducting

An audition with a University ensemble. Two major works, in contrasting styles, must be conducted. Ear training and sight-singing proficiency must be demonstrated.

Curricular Requirements

These differ with the area of focus; a complete outline of requirements in each field is contained in the Graduate Handbook of the School of Music, which may be secured from the director of graduate studies in music or may be viewed on the School of Music Web page.

Focused areas of study in musicology, theory, and composition follow Plan I, which requires a written thesis. A composition student is required to present a recital of original compositions in addition to the thesis. Focused areas of study in performance, choral conducting, wind conducting, and church music, follow Plan II, which does not require a written thesis but which does require additional course hours and a recital. The focused areas in musicology and theory require a public lecture.

All MM degrees require at least 12 hours in graduate courses in music history and music theory, with at least 6 hours in each. MUS 501 Intro Grad Stdy In Mus must be taken in the first fall semester of enrollment. A minimum of 33 semester hours of graduate work is required to complete any MM degree.

MM - Music Composition		Hours
MUS 519	Adv Composition I	3
MUS 520	Adv Composition II	3
MUS 501	Intro Grad Stdy In Mus	3
One 500/600-level Music History Pre-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 534	Renaissance Proseminar	
MUS 535	Baroque Proseminar	
MUS 559	Spec Topics Musicology	
MUS 622	Sem Medieval Renaiss Mus	
One 500/600-level Music History post-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 550	Prosem Music Classic Era	
MUS 553	Prosem Music Romantic Pd	
MUS 558	Prosem Music 20th Centry	
MUS 559	Spec Topics Musicology	
MUS 625	Seminar Romantic Music	
MUS 626	Sem Twentieth Cent Music	
Two 500-level Theory courses selected from:		6
MUS 503	18th-Century Counterpoint II	
MUS 504	Analysis of Tonal Music	

MUS 516	Special Topics in Music Theory	
MUS 537	Analysis of 20th-Century Music	
MUA 501	Secondary Applied Study (Three Semesters)	3
500-level Electives (Music or non-music)		4
500-level Ensembles or additional Electives		2
MUS 599	Thesis Research	6

Additional Requirements:

The equivalent of one recital of works written and performed during study towards the MM degree in the School of Music. The requirement may be met in one of the following three ways:

One Recital

A public recital of performances of the student's works
The equivalent of one recital performed on multiple public recitals
The equivalent of one recital presented as a professional-quality recording produced and edited by the student

Thesis

An original composition written under the direction of the major professor during study for the MM degree

Total Hours **36**

MM - Arranging **Hours**

MUS 510	Advanced Arranging (Two Semesters)	6
MUS 501	Intro Grad Stdy In Mus	3
MUS 519	Adv Composition I	3
MUS 505	Studio Tech Arrang Orchestrn	3
MUS 502	Film Scoring	3
Two 500-level Theory courses selected from:		6

MUS 503 18th-Century Counterpoint II

MUS 504 Analysis of Tonal Music

MUS 516 Special Topics in Music Theory

MUS 537 Analysis of 20th-Century Music

One 500/600-level Music History Pre-1750 topic selected from: 3

MUS 527 Studies In Special Lit

MUS 534 Renaissance Proseminar

MUS 535 Baroque Proseminar

MUS 559 Spec Topics Musicology

MUS 622 Sem Medieval Renaiss Mus

One 500/600-level Music History post-1750 topic selected from: 3

MUS 527 Studies In Special Lit

MUS 550 Prosem Music Classic Era

MUS 553 Prosem Music Romantic Pd

MUS 558 Prosem Music 20th Centry

MUS 559 Spec Topics Musicology

MUS 625 Seminar Romantic Music

MUS 626 Sem Twentieth Cent Music

MUS 554 Proseminar In Jazz 3

MUA 559 Jazz Ensembles (Minimum of Two Semesters) 2

500-level Electives (music or non-music) 1

500-level Ensembles or additional Electives 2

Additional Requirements:

One recital

Total Hours **38**

MM - Choral Conducting **Hours**

MUS 592	Adv Choral Conducting (Three Semesters)	9
MUS 571	Choral Literature 1450-1750	2
MUS 572	Choral Lit 1750-Present	2
MUS 501	Intro Grad Stdy In Mus	3
Two 500-level Theory courses selected from:		6

MUS 503 18th-Century Counterpoint II

MUS 504 Analysis of Tonal Music

MUS 516 Special Topics in Music Theory

MUS 537 Analysis of 20th-Century Music

One 500/600-level Music History Pre-1750 topic selected from: 3

MUS 527 Studies In Special Lit

MUS 534 Renaissance Proseminar

MUS 535 Baroque Proseminar

MUS 559 Spec Topics Musicology

MUS 622 Sem Medieval Renaiss Mus

One 500/600-level Music History post-1750 topic selected from: 3

MUS 527 Studies In Special Lit

MUS 550 Prosem Music Classic Era

MUS 553 Prosem Music Romantic Pd

MUS 558 Prosem Music 20th Centry

MUS 559 Spec Topics Musicology

MUS 625 Seminar Romantic Music

MUS 626 Sem Twentieth Cent Music

MUA 563 University Singers (Two Semesters) 2

500-level Electives (music or non-music) 4

500 level Ensembles or additional Electives 2

Additional Requirements:

One recital

Total Hours **36**

MM - Wind Conducting **Hours**

MUS 594	Adv Instrumental Conduct (Three Semesters)	9
MUA 552	Wind Ensemble (Four Semesters)	4
MUS 561	Hy Wind Band Trad Lit	3
MUS 563	Projects In Wind Music	3
MUS 501	Intro Grad Stdy In Mus	3
One 500/600-level Music History Pre-1750 topic selected from:		3

MUS 527 Studies In Special Lit

MUS 534 Renaissance Proseminar

MUS 535 Baroque Proseminar

MUS 559 Spec Topics Musicology

MUS 622 Sem Medieval Renaiss Mus

One 500/600-level Music History post-1750 topic selected from: 3

MUS 527 Studies In Special Lit

MUS 550 Prosem Music Classic Era

MUS 553 Prosem Music Romantic Pd

MUS 558 Prosem Music 20th Centry

MUS 559 Spec Topics Musicology

MUS 625 Seminar Romantic Music

MUS 626	Sem Twentieth Cent Music	
Two 500-level Theory courses selected from:		6
MUS 503	18th-Century Counterpoint II	
MUS 504	Analysis of Tonal Music	
MUS 516	Special Topics in Music Theory	
MUS 537	Analysis of 20th-Century Music	
Additional Requirements:		
One recital		
Total Hours		34

MM - Musicology		Hours
Five 500- and/or 600-level Musicology courses		15
MUS 527	Studies In Special Lit	
MUS 534	Renaissance Proseminar	
MUS 536	Prosem Opera History Lit	
MUS 550	Prosem Music Classic Era	
MUS 553	Prosem Music Romantic Pd	
MUS 558	Prosem Music 20th Centry	
MUS 559	Spec Topics Musicology	
MUS 622	Sem Medieval Renaiss Mus	
MUS 625	Seminar Romantic Music	
MUS 626	Sem Twentieth Cent Music	
MUS 501	Intro Grad Stdy In Mus	3
Two 500-level Theory courses selected from:		6
MUS 503	18th-Century Counterpoint II	
MUS 504	Analysis of Tonal Music	
MUS 516	Special Topics in Music Theory	
MUS 537	Analysis of 20th-Century Music	
500-level Music Electives		3
500-level Electvies (music or non-music)		1
500-level Ensembles or additional electives		2
MUS 599	Thesis Research	6
Additional Requirements:		
One public lecture		
- 50 minutes in length		
Thesis		
- Documents original research on a topic in a relevant area		
Total Hours		36

MM - Instrumental Performance		Hours
500-level Applied Music in Major Area		14
MUS 501	Intro Grad Stdy In Mus	3
One 500/600-level Music History Pre-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 534	Renaissance Proseminar	
MUS 535	Baroque Proseminar	
MUS 559	Spec Topics Musicology	
MUS 622	Sem Medieval Renaiss Mus	
One 500/600-level Music History post-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 550	Prosem Music Classic Era	
MUS 553	Prosem Music Romantic Pd	
MUS 558	Prosem Music 20th Centry	

MUS 559	Spec Topics Musicology	
MUS 625	Seminar Romantic Music	
MUS 626	Sem Twentieth Cent Music	
Two 500-level Theory courses selected from:		6
MUS 503	18th-Century Counterpoint II	
MUS 504	Analysis of Tonal Music	
MUS 516	Special Topics in Music Theory	
MUS 537	Analysis of 20th-Century Music	
500-level Ensembles (Two Semesters)		2
500-level Electives (music or non-music)		3
500-level additional ensembles or electives		2

Additional Requirements:

- One recital

MM - Vocal Performance		Hours
500-level Applied Voice		14
MUS 501	Intro Grad Stdy In Mus	3
One 500/600-level Music History Pre-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 534	Renaissance Proseminar	
MUS 535	Baroque Proseminar	
MUS 559	Spec Topics Musicology	
MUS 622	Sem Medieval Renaiss Mus	
One 500/600-level Music History post-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 550	Prosem Music Classic Era	
MUS 553	Prosem Music Romantic Pd	
MUS 558	Prosem Music 20th Centry	
MUS 559	Spec Topics Musicology	
MUS 625	Seminar Romantic Music	
MUS 626	Sem Twentieth Cent Music	
Two 500-level Theory courses selected from:		6
MUS 503	18th-Century Counterpoint II	
MUS 504	Analysis of Tonal Music	
MUS 516	Special Topics in Music Theory	
MUS 537	Analysis of 20th-Century Music	
500-level Ensembles (2 Semesters)		2
MUS 545	Graduate Vocal Pedagogy	3
MUS 574	Graduate Vocal Literature I	2

Additional Requirements:

- One recital

Total Hours		36
MM - Performance Woodwinds		Hours
500-level Applied Music (Major Instrument)		12
500-level Applied Music (Secondary Instrument)		8
MUS 501	Intro Grad Stdy In Mus	3
One 500/600-level Music History Pre-1750 topic selected from:		3
MUS 527	Studies In Special Lit	
MUS 534	Renaissance Proseminar	
MUS 535	Baroque Proseminar	
MUS 559	Spec Topics Musicology	
MUS 622	Sem Medieval Renaiss Mus	

One 500/600-level Music History post-1750 topic selected from:	3
MUS 527 Studies In Special Lit	
MUS 550 Prosem Music Classic Era	
MUS 553 Prosem Music Romantic Pd	
MUS 558 Prosem Music 20th Centry	
MUS 559 Spec Topics Musicology	
MUS 625 Seminar Romantic Music	
MUS 626 Sem Twentieth Cent Music	
Two 500-level Theory courses selected from:	6
MUS 503 18th-Century Counterpoint II	
MUS 504 Analysis of Tonal Music	
MUS 516 Special Topics in Music Theory	
MUS 537 Analysis of 20th-Century Music	
500-level Ensembles (Two semesters)	2
Additional Requirements:	
- One recital on major instrument	
- One half-recital (or equivalent) on secondary instrument	
Total Hours	37
MM - Theory	Hours
Four MUS 500- or 600-level Theory courses selected from:	12
MUS 503 18th-Century Counterpoint II	
MUS 504 Analysis of Tonal Music	
MUS 516 Special Topics in Music Theory	
MUS 537 Analysis of 20th-Century Music	
MUS 501 Intro Grad Stdy In Mus	3
500-level Applied Music	3
One 500/600-level Music History Pre-1750 topic selected from:	3
MUS 527 Studies In Special Lit	
MUS 550 Prosem Music Classic Era	
MUS 553 Prosem Music Romantic Pd	
MUS 559 Spec Topics Musicology	
MUS 622 Sem Medieval Renaiss Mus	
One 500/600-level Music History post-1750 topic selected from:	3
MUS 527 Studies In Special Lit	
MUS 550 Prosem Music Classic Era	
MUS 553 Prosem Music Romantic Pd	
MUS 558 Prosem Music 20th Centry	
MUS 559 Spec Topics Musicology	
MUS 625 Seminar Romantic Music	
MUS 626 Sem Twentieth Cent Music	
MUS 599 Thesis Research	6
Additional Requirements:	
- One public lecture	
50 minutes in length	
- Thesis	
Documents original research on a topic in relevant area	
Total Hours	30

Transfer Credit

Information on transfer credit can be found in G (p. 15)graduate school Transfer policies.

Comprehensive Exam/Capstone

MM students under Plan I (thesis) must pass written comprehensive examinations in theory, history, and the major area. A description of the written comprehensive examinations is included in the Graduate Handbook of the School of Music. MM students under Plan II (non-thesis) are required to take an oral examination.

All students must pass an oral examination. For students under Plan I, the oral examination will be a defense of the thesis. For students under Plan II, the oral examination will be based on the student's coursework in the MM program and will determine the student's ability to articulate a broader perspective derived from that study. For students following Plan II, the oral examination is the final step in the completion of the degree and is administered only after all other requirements have been completed.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits for Degree Completion.

Academic Misconduct Information

Graduate School information on Academic Misconduct.

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence.

Academic Grievances Information

Graduate School information on Academic Grievances.

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.

Department of Philosophy

- Major
 - Philosophy, MA (p. 401)

Professor and Chair

- Richards, Richard A.

Professors

- Wrenn, Chase
- Poston, Ted
- Alter, Torin

Associate Professors

- Bordner, Seth
- Hunt, Luke
- Kozuch, Ben
- Nath, Rekha

Assistant Professors

- Erasmus, Adrian
- Le Blevenec, Marie K. Feldblyum

Instructors

- Arico, Adam
- Davey, Stephen
- Feldblyum, Leonard
- Gleason, Jenn
- Kantin, Holly
- Solis, Eric

Professors Emeriti

- Hestevold, Scott
- Hocutt, Max O.
- Richards, Norvin W.
- Wu, Kathleen

PHL564 Mind, Language and Reality

Hours 3

This course concerns the nature of meaning and its connection to metaphysics and epistemology. Students will study classic works by Gottlob Frege, Bertrand Russell, Saul Kripke, and others. Students will also study more recent work in philosophical semantics and its application to arguments in the philosophy of mind. This course concerns the nature of linguistic reference, meaning, and their connection to metaphysics, epistemology, and the philosophy of mind. Students will also study more recent works by David Chalmers, Amie Thomasson, Jennifer Saul, and others.

View All Courses

Philosophy, MA

The Philosophy, MA will be the only graduate philosophy program in the state of Alabama and will provide students at The University of Alabama and from the state of Alabama the opportunity for graduate study in philosophy. The concentrations in this M.A. program will also give students the opportunity to extend their philosophical studies related to Law, Medicine, or Mind/Brain to apply more successfully to and prepare for professional schools (Law and Medicine) and Ph.D. graduate schools (Philosophy, Psychology and the Neurosciences). This program will also help prepare students for their professional careers afterward in medicine, law, public service, and more, by helping them develop valuable general skills: analytic methods, critical thinking, problem solving, communication, argument building and information organization.

Admission

The Department of Philosophy maintains a selective M.A. program and invites applications for consideration by the department's Graduate Studies Committee. Admissions to the M.A. program are only considered for the Fall semester. While funding for M.A. students is uncommon, applicants should apply by December 1 for full funding consideration. Otherwise, applications are due by April 15. In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Statement of purpose
- Writing sample

- Resume or CV
- Two letters or recommendation

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Non-Thesis General Requirements		Hours
Required Courses		
PHL 500	Proseminar	3
PHL 590	Capstone	3
Concentration Required Courses		6
Concentration Specific Electives		3
Select 3 credit hours from Concentration Specific Electives list.		
Common Elective Courses		15
Select 15 credit hours from Common Elective Course list.		
Total Hours		30

Thesis General Requirements		Hours
Required Courses		
PHL 500	Proseminar	3
PHL 590	Capstone	3
Concentration Required Courses		6
Concentration Specific Electives		3
Select 3 credit hours from Concentration Specific Electives list.		
Common Elective Courses		9
Select 9 credit hours from Common Elective Course list.		
Thesis Course		
PHL 599	Thesis Research	6
Total Hours		30

Common Electives		Hours
PHL 522	Neuroethics	3
PHL 523	Seminar in Medical Ethics	3
PHL 526	The Science of Ethics	3
PHL 530	Philosophy of Oppression	3
PHL 540	Seminar on Law	3
PHL 541	Law and Morality	3
PHL 542	T. Time Bmbs: Phil. Nat. Sec.	3
PHL 543	Phil. Issues in Intern. Law	3
PHL 544	Constitut. and Democracy	3
PHL 546	Leg. and Phil. Prob. Policing	3
PHL 548	Philosophy of Law	3
PHL 550	The Nature and Elements of Law	3
PHL 560	Philosophy of Mind	3
PHL 562	Neural Basis of Consciousness	3
PHL 566	Metaphysics	3
PHL 586	Philosophy of Science	3
PHL 587	Philosophy and Evolution	3
PHL 588	Philosophy of Mental Health	3

Concentration in Law, Ethics, and Society

Code and Title		Hours
Concentration Required Courses		6
PHL 550	The Nature and Elements of Law	

PHL 544	Constitut. and Democracy	
Concentration Specific Electives		3
PHL 541	Law and Morality	
PHL 542	T. Time Brmbs: Phil. Nat. Sec.	
PHL 543	Phil. Issues in Intern. Law	
PHL 546	Leg. and Phil. Prob. Policing	

Total Hours 9

Concentration in Mind and Brain

Code and Title		Hours
Concentration Required Courses		6
PHL 562	Neural Basis of Consciousness	
PHL 564	Mind, Language and Reality	
Concentration Specific Electives		3
PHL 522	Neuroethics	
PHL 560	Philosophy of Mind	
PHL 566	Metaphysics	
PHL 586	Philosophy of Science	

Total Hours 9

Concentration in Philosophy, Medicine and Ethics

Code and Title		Hours
Concentration Required Courses		
PHL 589	Philosophy of Medicine	3
PHL 523	Seminar in Medical Ethics	3
Concentration Specific Electives		
PHL 586	Philosophy of Science	3
PHL 522	Neuroethics	
PHL 587	Philosophy and Evolution	
PHL 588	Philosophy of Mental Health	

Total Hours 9

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Plan I

Students who choose Plan I will complete 24 credit hours of course work, 6 credit hours of Philosophy Thesis Research, a thesis, and a final oral examination of the thesis. Plan I students will complete 6 program required credit hours (PHL 500 Proseminar and PHL 590 Capstone), 6 concentration required credit hours, 3 concentration specific elective credit hours, and 9 common elective credit hours.

Plan II

Students who choose Plan II will complete 30 credit hours of course work. Plan II students will complete 6 program required credit hours (PHL 500 Proseminar and PHL 590 Capstone), 6 concentration required credit hours, 3 concentration specific elective credit hours, and 15 common elective credit hours.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

Students are required to meet with the Director of Graduate Studies prior to registering for classes each semester.

Academic Misconduct

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadline Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Department of Physics and Astronomy

- Majors
 - Physics, MS (p. 403)
 - Physics, PhD (p. 405)

Chair

- Patrick R. LeClair

Graduate Director

- Dean Townsley

Professors

- Benjamin Harms
- Raymond E. White III
- Jimmy A. Irwin
- Tim Mewes
- Nobuchika Okada
- Andreas Piepke
- Paolo Rumerio
- Rainer Schad
- Ion Stancu
- Allen Stern
- Dawn Williams

Associate professors

- Paulo Araujo
- Jeremy Bailin
- Thejesh Bandi
- Adam Hauser
- Matthias Kaminski

- Preethi Nair
- Igor Ostrovskiy
- Dean Townsley
- Wang-Kong Tse

Assistant professors

- Sergei Gleyzer
- Marcos Santander
- Georg Schwieter
- Emanuele Usai
- Ryan Wang
- Chao-Chin Yang

Graduate credit will not be granted to physics students for 400-level physics or astronomy courses. Graduate students enrolled in 500-level courses that are also offered at the 400 level are expected to perform extra work of an appropriate nature.

Astronomy Courses

AY521 Theoretical Astrophysics

Hours 3

This course provides a broad introduction to the theoretical foundations of astrophysical phenomena, demonstrating how fundamental phenomenology arises from physical laws. Several broad domains of astrophysics are covered, including planetary and stellar orbits, radiation, radiative transfer, ionization, star and planet formation, stellar evolution, binary stars, special and general relativity (including black holes), galactic structure and dynamics (including dark matter), active galaxies, spacetime structure, formation of large scale matter structure, and cosmology (including the accelerating expansion of the Universe, dark energy, and Grand Unification of forces in the early Universe).

AY533 Observational Techniques

Hours 3

Theoretical and practical aspects of modern astronomical observational techniques. Photometry, spectroscopy, interferometry, and optical and radio data reduction and image processing.

Physics Courses

PH501 Classical Dynamics

Hours 3

Variational principles and Lagrange's equations; two-body central-force problems; kinematics of rigid-body motion; rigid-body equations of motion; special relativity; Hamilton's equations of motion; and canonical transformations.

PH505 Physics For Science Teachers

Hours 3

Selected topics in contemporary physics for high school and post-secondary science teachers.

[View All Courses](#)

Physics, MS

The Department of Physics and Astronomy offers the master of science degree in physics with the option of a focused area of study in astronomy. Although we offer a course-only MS, our graduate program is mostly oriented toward current physics research.

Research toward a degree may be conducted in either experimental/observational or theoretical areas. Experimental programs include materials physics, particle physics, astrophysics, and particle astrophysics.

Admissions

A student who wishes to take graduate work leading to the MS or PhD degree should have the equivalent of an undergraduate major in physics. Any undergraduate courses required to complete a student's preparation should be taken as soon as possible. A comprehensive background in general physics is considered as important as mastery of a specialized field.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A resume
- 3 letters of recommendation.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

M.S. in Physics (thesis option)

A total of 24 semester hours of coursework is required (18 of which must be in physics and astronomy), in addition to 6 semester hours of research. Physics students must take:

Code and Title		Hours
Required Courses		
PH 501	Classical Dynamics	3
PH 531	Electromagnetic Theory	3
PH 541	Quantum Mechanics	3
PH 571	Statistical Physics	3
PH 599	Thesis Research	6
PH 597	Physics Seminar (taken every semester in residence)	1
Elective Courses		9

All full-time students must take one hour of seminar PH 597 Physics Seminar each semester. Up to three semester hours of pass/fail coursework ((PH 597 Physics Seminar, PH 598 Non-Thesis Research) and up to three semester hours of PH 590 Research Techniques can count toward the 24 hour course requirement. An oral examination covering coursework and the thesis is required for completion of the degree.

M.S. in Physics (non-thesis option)

A total of 30 hours of coursework is required, 24 of which must be in physics and astronomy. Students must take:

Code and Title		Hours
Required Courses		
PH 501	Classical Dynamics	3
PH 531	Electromagnetic Theory	3
PH 541	Quantum Mechanics	3
PH 571	Statistical Physics	3
PH 597	Physics Seminar (taken every semester in residence)	1
Elective Courses		15

All full-time students must take one hour of seminar PH 597 Physics Seminar each semester. Up to three semester hours of pass/fail coursework (PH 597, PH 598 Non-Thesis Research) and up to three

semester hours of PH 590 Research Techniques can count toward the 30 hour course requirement. An oral examination covering coursework is required for completion of the degree.

M.S. in Physics with Astronomy focused area of study (thesis option)

A total of 24 semester hours of coursework is required (18 of which must be in physics and astronomy), in addition to 6 semester hours of research (PH 599 Thesis Research). Students must take:

Code and Title		Hours
Required Courses		
PH 501	Classical Dynamics	3
PH 531	Electromagnetic Theory	3
PH 541	Quantum Mechanics	3
AY 521 or AY 533	Theoretical Astrophysics Observational Techniques	3
AY 597	Astrophysics Seminar	1
Elective Courses		9

All full-time students must take one hour of seminar AY 597 Astrophysics Seminar each semester. Up to three semester hours of pass/fail coursework (AY 597,PH 598 Non-Thesis Research) and up to three semester hours of PH 590 Research Techniques can count toward the 24 hour course requirement. An oral examination covering coursework and the thesis is required for completion of the degree.

M.S. in Physics with Astronomy focused area of study (non-thesis option)

A total of 30 hours of coursework is required, 24 of which must be in physics and astronomy. Students must take:

Code and Title		Hours
Required Courses		
PH 501	Classical Dynamics	3
PH 531	Electromagnetic Theory	3
PH 541	Quantum Mechanics	3
AY 521 or AY 533	Theoretical Astrophysics Observational Techniques	3
AY 597	Astrophysics Seminar (taken each semester in residence)	1
Elective Courses		15

All full-time students must take one hour of seminar AY 597 Astrophysics Seminar each semester. Up to three semester hours of pass/fail coursework (AY 597,PH 598 Non-Thesis Research) and up to three semester hours of PH 590 Research Techniques can count toward the 30 hour course requirement. An oral examination covering coursework is required for completion of the degree.

Precision Timing Concentration

Students can take a precision timing concentration if they complete the following courses. This concentration is only available as an option with completion of a thesis.

Precision Timing Concentration (Available only for thesis option)		Hours
Electives - Choose two from the following:		6
PH 590	Research Techniques	
PH 542	Quantum Mechanics	
PH 532	Electromagnetic Theory	

PH 534	Digitl Elect Comp Interfc	
PH 681	Adv Solid State Physics	
PH 591	Advanced Laboratory	
Electrical Engineering Courses		
ECE 593	Special Topics (Control Systems Analysis)	3
ECE 579	Digital Control Systems	3
ECE 693	Special Topics (in Precision Timing Applications)	3
Statistics Course		
MATH 551	Math Stats W/Applict n I	3
Total Hours		18

Transfer Credit

Transfer of credit should be discussed with the departmental graduate director before submitting a transfer request to the graduate school.

See general Academic Policies: Degree Requirements for Masters Degrees (p. 15).

Accelerated Master's Program

Accelerated master's students must fulfill the same requirements, except that they need not register for PH 597 or AY 597 during the second-to-last year of their program.

See general Academic Policies: Admission Criteria for the Accelerated Masters Program (p. 7).

Comprehensive Exam

All master's students must complete a comprehensive (oral) exam with a committee approved by the department. For students completing a masters with thesis, their thesis defense forms the comprehensive exam.

Time Limits for Degree Completion Requirements

See general Academic Policies: Degree Requirements for Masters Degrees (p. 15).

Student Progress Requirements

Students are expected to complete the master's program within 2 years after entry. Departmental assistantships are generally targeted exclusively for students pursuing a PhD, however see the "Funding for Students" tab for how the progress requirement may pertain to continuation of an assistantship.

Note that the general Academic Policies: Grades and Academic Standing (p. 28) pertaining to Academic Standing provide for dismissal of students based on their GPA and hours.

Academic Misconduct Information

See general Academic Policies: Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

See general Academic Policies: Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

See General Information: Grievance Procedure (p. 255).

Grades and Academic Standing

See general Academic Policies: Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

See Graduate School Deadlines.

Application for Graduation Information

See the Application for Graduation sub-section of the general Academic Policies: Degree Requirements for Master's Degrees (p. 15).

Physics, PhD

Students pursuing a doctor of philosophy (Ph.D.) in Physics are expected to acquire and demonstrate proficiency in the major topics of physics as well as perform original research in physics or astrophysics culminating in a dissertation. Specialties available in our department include condensed matter and materials physics, particle physics, astrophysics, astroparticle physics, and the physics of precision timing instruments.

Admissions

Applicants are expected to have, at minimum, the equivalent of an undergraduate degree in physics.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A resume
- 3 letters of recommendation.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Courses

A total of 48 hours of coursework is required, 36 of which must be in physics or astronomy.

24 hours of dissertation research is also required.

Required coursework		Hours
Core courses:		
PH 501	Classical Dynamics	3
PH 531	Electromagnetic Theory	3
PH 532 or AY 640	Electromagnetic Theory (Substitution available for astrophysics or astroparticle physics) Radiation Processes Astrophys	3
PH 541	Quantum Mechanics	3
PH 542 or AY 521	Quantum Mechanics (Substitution available for astrophysics) Theoretical Astrophysics	3
PH 571	Statistical Physics	3
Sub-area courses:		
12 hours approved by advisor and department		12
Seminar:		
Physics or Astronomy Seminar (PH/AY 597, taken every semester in residence)		9
Electives		9
Dissertation Research		24
Total Hours		72

The 12 hours of graduate courses requiring approval will be within the student's chosen sub-area and approved by both their advisor and the departmental advising committee. A further 18 hours should be determined in consultation with the student's advisor, at least 6 of which must be in physics or astronomy. Example sub-areas include condense matter, particle, astroparticle, and astrophysics, each of which may be experimental or theoretical. The applicability of core course substitutions will be consistent with the sub-area courses chosen. All full-time students in residence must take one hour of seminar (PH 597 Physics Seminar or AY 597 Astrophysics Seminar) appropriate to their sub-area each semester.

See Graduation Requirements in the general Academic Policies concerning Grades and Academic Standing (p. 28) for limitations on the number of hours that are allowed to be pass/fail.

Precision Timing Concentration

Students are eligible for the precision timing concentration if their curriculum includes the courses below.

Precision Timing Concentration Curriculum		Hours
Choose six hours from the following:		6
PH 542	Quantum Mechanics	
PH 532	Electromagnetic Theory	
PH 534	Digitl Elect Comp Interfc	
PH 681	Adv Solid State Physics	
PH 591	Advanced Laboratory	
Electrical Engineering courses		
ECE 593	Special Topics (Control Systems Analysis)	3
ECE 579	Digital Control Systems	3
ECE 693	Special Topics (in Precision Timing Applications)	3
Statistics courses		
MATH 551	Math Stats W/Applictn I	3
MATH 554	Advanced Math Statistics I	3
Choose six hours from the following:		6
ECE 508	Communications	
ECE 509	Communications Lab	
ECE 530	Solid State Devices	
ECE 561		
MATH 557	Stochastic Processes I	
Courses outside the above may be used with approval from the Department Chair.		
Total Hours		27

Transfer Credit

Students should consult with the department graduate director before submitting transfer requests to the graduate school. Individual course transfers and block transfers for students who hold a master's degree are considered based on similarity of coverage.

See also the Transfer of Credit subsection in the general Academic Policies concerning Degree Requirements (p. 21).

Doctoral Plan of Study Requirement

The student's Ph.D. Plan of Study must be approved by the student's research advisor and the department before submission to the graduate school.

See Plan of Study in the general Academic Policies concerning Degree Requirements (p. 21) for additional requirements, including the deadline.

Qualifying Exams

There are two separate examinations each prospective PhD candidate must pass: the (written) qualifying exam and the (oral) preliminary exam.

The physics Ph.D. qualifying exam consists of 4 separate sections of written exam on advanced undergraduate physics. Exams are administered just before the start of each Fall and Spring semester, 2 at a time, with Classical Mechanics and Electromagnetism offered in January and Quantum Mechanics and Thermal Physics offered in August.

Each section need not be re-taken once passed. Beginning after the first semester (i.e. the exams offered at the beginning of the second semester enrolled), financial support may be withdrawn if a student does not pass at least one as yet un-passed section each time it is offered. Students become ineligible for a Ph.D. degree if the qualifying exam is not passed within 5 exam administrations after the first semester, corresponding to completion well before the end of the third year. (Students entering in Fall have 3 attempts at the January exams and 2 attempts at the August exams, and students entering in Spring have 3 attempts at the August exams and 2 attempts at the January exams.)

Due to disruptions from COVID-19, students who entered during the 2019-20 academic year have one more year than outlined above.

Admission to Candidacy Requirements

Passing both the (written) qualifying exam (described above) and the (oral) preliminary exam (described here) are required for admission to candidacy.

The preliminary exam is an oral exam on the student's research plan and on courses in the student's area of specialization, and corresponds to the examination mentioned in the Preliminary or Comprehensive Examination sub-section of the Academic Policies: Degree Requirements for Doctoral Degrees (p. 21). The makeup of the committee administering the preliminary exam must be approved by the department. The student's research supervisor does not sit on the preliminary exam committee.

Members of the committee must include faculty outside the sub-area in which the student is working and specialists in both theory and experiment. Students are required to submit a written research plan to the committee in advance of the exam.

See also general guidelines in the Admission to Candidacy sub-section and the Dissertation Proposal sub-section in the general Academic Policies: Degree Requirements for Doctoral Degrees (p. 21).

Continuous Enrollment Policy

See requirements concerning Continuous Dissertation or Document Registration in the general Academic Policies section (p. 21).

Dissertation Requirements

The makeup of the dissertation committee must be approved by the department. Members of the committee must include faculty outside the sub-area in which the student is working and specialists in both theory and experiment.

See also guidelines in the Dissertation sub-section in the general Academic Policies: Degree Requirements for Doctoral Degrees (p. 21).

Dissertation committees in the department of physics and astronomy frequently include individuals from other universities as their outside member.

Time Limits for Degree Completion Requirements

All requirements must be completed in the seven years (21 fall, spring and summer semesters) following admission to the program. Extensions up to the limit imposed by the general Academic Policies section are considered on a case-by-case basis.

See also guidelines in the Time Limits subsection of the general Academic Policies: Degree Requirements for Doctoral Degrees (p. 21).

Student Progress Requirement

Progress requirements that pertain to degree completion are outlined above in the Qualifying Exams sub-section (a 2.5 year limit) and the Time Limits sub-section (a 7 year limit).

Many, but not all, students in the department of physics and astronomy receive financial support through teaching or research assistantships.

These students are evaluated on a semester and annual basis by the departmental graduate advising committee and/or the faculty member(s) supervising their assistantship to ensure the student meets progress expectations before continuing support. Expectations relate to progress in qualifying exams, prompt completion of coursework, and performance of original research. Quality performance in duties specified by the assistantship itself are also expected. To maintain support, generally students should complete coursework and qualifying exams in 2 years, be admitted to candidacy no later than year 4, and complete their degree by the end of year 6. A wide variety of factors are considered for each individual and more detailed procedures for evaluating progress can be obtained by consulting the departmental graduate director or the graduate advising committee.

Academic Misconduct Information

See the information in the general Academic Policies section on Misconduct (p. 7).

Withdrawals and Leave of Absence Information

See guidelines in the general Academic Policies section on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

See general section on Grievance Procedures. (p. 255)

Grades and Academic Standing

See general Academic Policies section on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Consult the graduate school deadlines page for relevant deadlines.

Application for Graduation Information

See guidelines concerning Application for graduation in the general Academic Policies section (p. 21).

Department of Political Science

- Majors
 - Political Science, MA (p. 407)
 - Political Science, PhD (p. 409)
 - Public Administration, MPA (p. 412)

Chair

- Smith, Joseph

Professors

- Albrecht, Holger
- Caillier, James
- DeRouen, Karl
- Fording, Richard
- Katsinas, Steven
- McKnight, Utz
- Smith, Joseph

Associate professors

- Hale, Christopher
- Levine, Daniel
- Linken, Allen
- Miller, Ted
- Patton, Dana
- Royed, Terry

Assistant professors

- Davis, Nicholas
- Del Ponte, Alessandro
- Edgell, Amanda
- Kalaycioglu, Elif
- Hawley, George
- Ji, Hyunjung
- Wagner, Regina

Program Directors

- Albrecht, Holger
- DeRouen, Karl
- Fording, Richard
- Linken, Allen
- Patton, Dana

Prerequisite: Graduate standing.

Note: The MA is earned en route to the Ph.D.

PSC500 Departmental Seminar I

Hours .5-1.5

This course covers information on teaching, research, and the profession of political science.

PSC501 Departmental Seminar II

Hours .5-1.5

This course covers information on teaching, research, and the profession of political science. A continuation of PSC 500.

[View All Courses](#)

Political Science, MA

The Master of Arts (MA) degree primarily serves students who seek a career in public service, or who intend to pursue a PhD degree at a later date, either at the University of Alabama or at another institution. Students in the MA program will take many of the same courses that PhD students take. MA students typically complete the degree in two years. The Department of Political Science offers two paths to the MA degree in Political Science, which are detailed in the Requirements tab. All students in the MA program are subject to the rules and conditions specified in this handbook and in the University’s Graduate Catalog.

Admissions

The Political Science Department maintains a selective MA program and invites applications for consideration by the department’s Graduate Studies Committee. Admissions to the M.A. program are only considered for the Fall semester. While funding for M.A. students is uncommon, applicants should apply by December 1 for full funding consideration. Otherwise, applications are due by February 15.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- 3 letters or recommendation
- A resume

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Students will be expected to attain a satisfactory degree of knowledge and competence in two of the following fields of Political Science: American Politics, Comparative Politics, International Relations, Public Policy & Administration, and Political Theory. Students choose a major field and minor field. They also choose between two study plans: Plan I (thesis process requirement) and Plan II (non-thesis process requirement). In either event, students pursuing the M.A. degree must also complete 6 semester hours of methodology courses (PSC 521 Research Design and PSC 522 Quantitative Methods) along with 3 semester hours of professionalization (PSC 500 and PSC 501; 1.5 credits each).

MA Curriculum (Plan I)		Hours
Required Courses		
Major field: 12 credit hours (4 courses)-core course required		
Minor: 6 credit hours (2 courses)-core course required		
Methods: 6 credit hours (2 courses)		
PSC 521	Research Design	3
PSC 522	Quant Methods PSC I	3
Elective: 3 credit hours (1 course)		
Professionalization: 3 credit hours (2 1.5-hour courses)		
PSC 500	Departmental Seminar I	1.5
PSC 501	Departmental Seminar II	1.5
Thesis: 6 credit hours (2 courses)		
PSC 599	Thesis Research	1-6
Total: 36 credit hours (13 courses)		

MA Curriculum (Plan II)		Hours
Required Courses		
Major field: 12 credit hours (4 courses)-core course required		
Minor: 6 credit hours (2 courses)-core course required		

Methods: 6 credit hours (2 courses)		
PSC 521	Research Design	3
PSC 522	Quant Methods PSC I	3
Elective: 9 credit hours (3 courses)		
Professionalization: 3 credit hours (2 1.5-hour courses)		
PSC 500	Departmental Seminar I	1.5
PSC 501	Departmental Seminar II	1.5
Total: 36 credit hours (13 courses)		

Transfer Credit

M.A. students may request to transfer a maximum of 9 credit hours from another institution, subject to Departmental approval. Students must provide syllabi for all courses for which transfer credit is requested. Decisions on granting transfer credit will be made by the Director of Graduate Studies in consultation with the faculty member(s) teaching the most nearly equivalent UA course. In order to receive transfer credit, courses must be judged to have a workload and content comparable to departmental graduate courses. Core seminars in each field must be taken in residence.

Refer to the Graduate School [Master's degree requirements \(p. 15\)](#) page for more information.

Accelerated Master's Program

The Department of Political Science participates in UA's Accelerated Master's Program (AMP), which allows gifted and highly motivated Political Science and International Studies majors to obtain an MA degree while completing their Bachelor of Arts (BA) degree. Students need to meet UA's residency requirement and have completed three-quarters of the hours required for the major by the start date of the program. Based on normal 3-hour courses, this means completion of 24 hours, or 8 courses for the BA in Political Science and 27 hours, or 9 courses for the BA in International Studies. International Studies majors applying to the MA program in Political Science must have completed a minimum of 9 PSC credit hours by the start date of the graduate program.

Refer to the Graduate School [accelerated master's program \(p. 7\)](#) page for more information.

Comprehensive Examination

The written comprehensive examination will cover the student's major field and will require integration of material across courses in the field. Students are eligible to take comprehensive exams no earlier than the last semester of their required coursework. Students with incompletes may not take comprehensive examinations.

Major field comprehensive examinations for the Fall semester will take place the third Tuesday of each September. Major field comprehensive examinations for the Spring semester will take place during the second half of March at a date to be determined by the Director of Graduate Studies each year. The Director of Graduate Studies solicits exam coordinators for each field. The exam coordinators will develop the comprehensive examination in consultation with relevant colleagues in the field.

Plan I

Students who choose Plan I will complete 36 credit hours of course work, 6 credit hours of PSC 599 Thesis Research, a thesis, and a final oral examination of the thesis. Plan I students will complete 12 credit hours in the major field, 6 credit hours in the minor, and 3 elective credit hours. In addition, students must complete PSC 521 Research

Design and PSC 522 Quantitative Methods I, the PSC 500 and PSC 501 Professionalization Seminars, as well as the core seminar in their major field and minor field.

Plan II

Students who choose Plan II will complete 36 credit hours of course work and a written comprehensive examination in their major field. Students will complete 12 credit hours in the major field, 6 credit hours in the minor, and 9 elective hours. In addition, students must complete PSC 521 Research Design and PSC 522 Quantitative Methods I, the PSC 500 and PSC 501 Professionalization Seminars, as well as the core seminar in their major field and minor field.

Time Limits for Degree Completion Requirements

MA students typically complete the degree in two years.

Refer to the Graduate School [Master's degree requirement \(p. 15\)](#) page for more information.

Student Progress Requirement

Students in the MA program will take many of the same courses that PhD students take and will be expected to conduct the same course work to qualify for course credits. Students are required to meet with the Director of Graduate Studies prior to registering for classes each semester.

Additional Academic Requirements

MA students are required to register for PSC 500 Departmental Seminar I in the Fall semester and PSC 501 Departmental Seminar II in the Spring semester. These courses are professional socialization seminars that are offered on a pass/fail basis for 1.5 credit each. These courses cover numerous topics such as effective teaching strategies; attending and participating in political science conferences; publishing your work in professional journals; the academic job market; and ethical issues facing instructors and researchers. These courses will meet approximately once each month, with the Director of Graduate Studies and/or a faculty member coordinating the discussion. In addition to the class meetings, students will also attend research presentations and job talks as part of the professionalization process.

Academic Misconduct Information

The Department is committed to creating and maintaining a pleasant and safe working environment for all of its faculty, staff, and students. We do not tolerate sexual harassment of any sort, and offenders will be reported to the proper University authorities.

Refer to the Graduate School [academic misconduct policy \(p. 7\)](#) for more information.

Withdrawals and Leave of Absence Information

Refer to the Graduate School [withdrawal and leave of absence policy \(p. 244\)](#) for more information.

Academic Grievances Information

Refer to the Graduate School [academic grievance procedure \(p. 255\)](#) for more information.

Grades and Academic Standing

Refer to the Graduate School grades and academic standing (p. 28) for more information.

Graduate School Deadlines Information

Refer to the Graduate School student deadlines page for more information.

Application for Graduate Information

Refer to the Graduate School [Master's degree requirements](#) (p. 15) page for more information.

Political Science, Ph.D.

The Department of Political Science offers a Political Science, Doctor of Philosophy (PhD).

Admissions

The PhD is primarily a research degree, and students in this program will be trained rigorously in the literature and methods necessary to conduct original research in the discipline. Students will also gain valuable experience in classroom teaching, thus improving their prospects on the academic job market and preparing them for life as a full-time faculty member.

The Political Science Department maintains a selective PhD program and invites applications for consideration by the department's Graduate Studies Committee. Applicants should submit their applications by December 1 for full funding consideration. The final deadline for all applications is February 15 for admission the following fall.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- 3 letters or recommendation
- A resume

Graduate Teaching Assistantships (GTAs) are available through the Department on a competitive basis. All new applicants to the Ph.D. program will automatically be considered for funding. Most GTA positions are awarded beginning in the fall term.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Students will be expected to attain a satisfactory degree of knowledge and competence in two of the following fields of Political Science: American Politics, Comparative Politics, International Relations, Public Policy & Administration, and Political Theory.

PhD students must complete at least 39 credit hours of graduate coursework. Students will designate one field as the major field of study and the other as a minor field. At least 15 hours above the bachelor's degree (including transferred credit) must be in the major field, and 9 hours in the minor field. Students pursuing the PhD degree must also complete 9 semester hours of methodology courses: PSC 521 Research Design, PSC 522 Quantitative Methods I, and PSC 621 Quantitative Methods II. Please see "PhD Courses by Subfield" below for a detailed list of the courses that count for each subfield.

PhD Curriculum	Hours
Major field: 5 courses - core course required	15
1st Minor: 3 courses - core course required	9

Methods: 3 courses

PSC 521	Research Design	3
PSC 522	Quant Methods PSC I	3
PSC 621	Quant Meth In PSC II	3
Elective: 1 course		3

Professionalization: 2 courses

PSC 500	Departmental Seminar I	1.5
PSC 501	Departmental Seminar II	1.5

Total Hours **39**

PhD Courses by Subfield **Hours**

Required Department/Methods Courses:

PSC 500	Departmental Seminar I	1.5
PSC 501	Departmental Seminar II	1.5
PSC 521	Research Design	3
PSC 522	Quant Methods PSC I	3
PSC 621	Quant Meth In PSC II	3

Independent Studies/Directed Readings/Thesis Research (not required; can potentially count for any field)

PSC 595	Dir Reading & Research	1-6
PSC 598	Dir Reading & Research	1-6
PSC 679	Internship & Research	3-6
PSC 699	Dissertation Research (Required for PhD)	1-12

American Politics

PSC 610	American Core (Required if majoring or minoring in subfield)	3
PSC 511	Public Opinion	3
PSC 515	US Institutions	3
PSC 552	American Political Thought	3
PSC 611	Amer Polit Behavior	3
PSC 612	Judicial Politics	3
PSC 614	Race and American Politics	3
PSC 616	Topics In American Politics	3

Public Policy and Administration

PSC 562	Public Personnel Admin	3
PSC 565	Foundations of Public Admin	3
PSC 668	Program Evaluation	3
PSC 664	Public Policy Analysis	3
PSC 662	Organization Theory	3
PSC 667	Public Budgeting	3
PSC 665	Local Government Admin	3
PSC 522	Quant Methods PSC I	3
PSC 679	Internship & Research	3-6

International Relations

PSC 642	Core Seminar in IR (Required if majoring or minoring in subfield)	3
PSC 542	Internatl Conflict	3
PSC 641	Issues Internatl Rel	3
PSC 643	IR Theory (I): Realism	3
PSC 645	IR Theory (II): IR-Liberalism	3
PSC 646	Civil Wars	3
PSC 647	Foreign Policy Decision Making	3

Comparative Politics

PSC 631	Sem Comparative Politic (Required if majoring or minoring in subfield)	3
PSC 632	Spec Topics Comparative Pol	3
Political Theory		
PSC 651	Political Theory Sem (Required if majoring or minoring in subfield)	3
PSC 552	American Political Thought	3
PSC 653	Special Topics	3

Transfer Credit

PhD students may request to transfer a maximum of 19 credit hours from another institution, subject to Departmental approval. Students must provide syllabi for all courses for which transfer credit is requested. Decisions on granting transfer credit will be made by the Director of Graduate Studies in consultation with the faculty member(s) teaching the most nearly equivalent UA course. In order to receive transfer credit, courses must be judged to have a workload and content comparable to departmental graduate courses. Core seminars in each field must be taken in residence.

Refer to the Graduate School Doctoral degree requirements (p. 21) page for more information.

Doctoral Plan of Study Requirement

Refer to the Graduate School Doctoral degree requirements (p. 21) page for more information.

Comprehensive Exams

These examinations will be taken in the student's major field of study and the minor field. Students are eligible to take comprehensive exams no earlier than the semester after completing their required coursework, and when they have completed not less than two full years of graduate study. Unless extraordinary extenuating circumstances prevent it, graduate students are expected to take comprehensive exams in both their major and minor fields the semester after completing the required coursework.

Major field comprehensive examinations for the Fall semester will take place the third Tuesday of each September, and a minor field comprehensive exam will take place the fourth Tuesday of each September. Major field comprehensive examinations for the Spring semester will take place the second half of March on a date to be determined by the Director of Graduate Studies each year. Spring minor field comprehensive examinations will take place one week after the major field examinations. The Director of Graduate Studies solicits exam coordinators for each field. The exam coordinators will develop the comprehensive examination in consultation with relevant colleagues in the field.

Fieldwork/Practicum/Internship Requirements

Foreign language competence may be required of Ph. D. students if appropriate to the student's research interests as determined by relevant faculty in the student's major field of study.

Admission to Candidacy Requirements

Students who have fulfilled the course requirements and passed the comprehensive examinations in their major field and minor field become PhD candidates. No student may formally declare a dissertation topic until advancing to candidacy, but earlier preliminary inquiry and research on the dissertation topic is strongly encouraged.

Continuous Enrollment Policy

Following admission to candidacy, students must remain in continuous registration until completion of the dissertation. Students must register each semester for at least one hour of PSC 699 Dissertation Research.

Refer to the Graduate School Doctoral degree requirements (p. 21) page for more information.

Dissertation Requirements

A dissertation showing the ability to conduct independent research and skill in organization, writing, and presentation must be prepared on a topic in the major field for the PhD. It must constitute an original contribution to knowledge. The dissertation must be based upon research completed while the student is enrolled at The University of Alabama.

The subject of the dissertation must be approved by the student's dissertation committee and by the dean of the Graduate School. The final dissertation may take the form of a traditional, chapter-based document or a series of full-length publication-ready manuscripts which are part of a larger, cohesive body of work. The format (traditional vs. article-style) must be approved by the committee in accordance with the standards for the program and the discipline.

For article-style dissertations, the document must contain a minimum of three articles, in addition to introductory and concluding materials. A single abstract must accompany the document. In addition to an introduction presenting the unifying framework that supports the research, the document must include a concluding section that summarizes the importance of the work, integrates the major findings, and discusses the implications for the overall body of work. Individual chapters may be co-authored so long as the student is the first author, and such co-authoring must be approved by the committee. Typically, other students will not be co-authors to dissertation chapters except under unanimous consent by the dissertation committee. Students who have already defended prospectuses can be retrospectively approved for article-style dissertations. A minimum of eighteen credit hours of PSC 699 Dissertation Research is required for the PhD.

The dissertation committee consists of a minimum of five members. Faculty from the University of Alabama Department of Political Science must make up a majority of the committee, and the committee must include at least one member from outside the University of Alabama Department of Political Science. Typically, the chair of the dissertation committee will be a full (i.e. tenured) member of the Graduate Faculty and tenured member of the Department of Political Science. The dissertation committee is formally established by the department chair. All members must be approved by the dean of the Graduate School.

Students are expected to submit and defend their completed dissertation prospectus by the end of the semester following successful completion of comprehensive examinations. This will typically be the end of the sixth semester. The dissertation committee chair will determine when the prospectus is ready for distribution to the dissertation committee. Upon approval by the dissertation committee chair and consent of the dissertation committee, an oral defense of the prospectus will occur.

Time Limits for Degree Completion Requirements

All requirements for the PhD program must be completed within the nine-year period (27 fall, spring, and summer semesters) following admission to the PhD program if the student enters the program without a Master's degree in Political Science. Students entering the program

with a Master's degree must complete all requirements within eight years (24 fall, spring, and summer semesters).

Refer to the Graduate School Doctoral degree requirements (p. 21) page for more information.

Student Progress Requirement

To be making "good progress", students are generally expected to: 1) complete all coursework by the end of the fourth semester; 2) take comprehensive examinations during the fifth semester; 3) successfully defend the prospectus by the end of the sixth semester; and 4) demonstrate substantive progress on their dissertation each semester of taking 699, as determined by the dissertation advisor.##Students who fail to maintain good progress in the program risk dismissal.##Sometimes life events can complicate such a timeline, but students will typically be expected to adhere to this schedule. Substantial deviations must be discussed with and approved by both the Director of Graduate Studies and the Department Chair.

After the end of each Spring semester (prior to May 15), there will be a faculty-wide review of all graduate students.##We anticipate most of these reviews will be positive, and all students will receive brief written feedback from the Director of Graduate Studies regarding their review.

However, if students are deemed not to be making sufficiently "good progress" through the program, they will be notified in writing that they have until the end of the spring of the following school year to get back to making degree progress, and they will be given clear guidelines for remediation. Typically, this will mean getting back on time with the degree schedule elaborated above.

If the student fails to complete the remediation plan by the time of the next faculty-wide review in May, the student may be dismissed from the program with the opportunity to earn a Master's degree.

If a student fails to take comprehensive examinations by the end of the fifth semester, that student will be notified in writing by the Director of Graduate Studies that they must take comprehensive exams by the end of the sixth semester. Failure to do so may result in dismissal from the program.##Similarly, if a student fails to defend a prospectus by the end of the sixth semester, that student will be notified in writing by the Director of Graduate Studies that they must defend the prospectus by the end of the seventh semester.##Failure to do so may result in dismissal from the program with a Master's degree.

Students may petition the Director of Graduate Studies for a delay in taking comprehensive examinations and defending the prospectus under extraordinary circumstances (e.g., medical emergency).

Additional Academic Requirements

First-year Ph.D. students are required to register for PSC 500 Departmental Seminar I in the Fall semester and PSC 501 Departmental Seminar II in the Spring semester. These courses are professional socialization seminars that are offered on a pass/fail basis for 1.5 credit each. These courses cover numerous topics such as effective teaching strategies; attending and participating in political science conferences; publishing your work in professional journals; the academic job market; and ethical issues facing instructors and researchers.

These courses will meet approximately twice each month, with the Director of Graduate Studies and/or a faculty member coordinating the discussion. In addition to the class meetings, students will also attend research presentations and job talks as part of the professionalization process.

Academic Misconduct Information

Refer to the Graduate School academic misconduct policy (p. 7) page for more information.

Withdrawals and Leave of Absence Information

Refer to the Graduate School withdrawals and leave of absence policy (p. 244) page for more information.

Academic Grievances Information

Refer to the Graduate School academic grievance procedure (p. 255) page for more information.

Grades and Academic Standing

Refer to the Graduate School grades and academic standing (p. 28) page for more information.

Graduate School Deadlines Information

Refer to the Graduate School student deadlines page for more information.

Application for Graduate Information

Refer to the Graduate School Doctoral degree requirements (p. 21) page for more information.

Graduate Teaching Assistantships (GTAs) are available through the Department on a competitive basis for Ph.D. students. All new applicants to the Ph.D. program will automatically be considered for funding. Most GTA positions are awarded beginning in the Fall term. To ensure full consideration for GTA positions applicants must submit all required application materials by the application deadline. Funding decisions will begin soon after that and will continue until all positions are filled.

International students who are awarded GTA positions must enroll in the International Teaching Assistant Program (ITAP) and pass a proficiency exam before teaching their own courses. They must pass this exam by the end of the summer following their first year of funding or risk losing funding.

In addition to GTA positions, the Graduate School and College offer fellowships and financial awards. All new applicants to the Ph.D. program are considered for these fellowships and awards. The decision process on these awards runs from December through early March. Applications received by December 1 will be eligible for consideration for all rounds of funding.

Graduate Teaching Assistants are appointed for a term of either one semester or one academic year (although GTA's may be subject to immediate termination if they repeatedly fail to meet their GTA responsibilities). In most cases, assistantships are available for a total of 10 semesters. Application is required each academic year. Renewal is not automatic. Factors affecting renewal include maintenance of an exemplary academic record, progress toward the degree sought, and successful conduct of GTA duties.

To remain eligible for continuing appointment, the Graduate School requires that a student's overall grade point average must always remain at or above 3.00. The computation of grade point averages includes treating incompletes as grades of "F" if they are not removed within 2 weeks of the semester following that in which the incomplete grade was given. If such a computation occurs, a GTA will have the assistantship

removed by action of the Graduate Studies Committee, unless acceptable arrangements are made, or the grade of incomplete is removed.

Each spring semester, the Director of Graduate Studies will send out an email announcing the deadline to apply for a GTA position for the following academic year. In a few cases, typically in conjunction with a Graduate Council Fellowship or some other fellowship, the Department will commit to providing an assistantship to a student for more than one year. In such cases, the student should still apply for re-appointment to remind the graduate studies committee to hold a GTA slot for the student. All commitments of this type are contingent upon the students remaining in good standing in the graduate program and performing all GTA duties in keeping with the Department's specifications and standards. As with other GTAs, multi-year GTAs must meet all Department and Graduate School requirements, including those relating to minimum grade point averages.

To be making "good progress", students are generally expected to: 1) complete all coursework by the end of the fourth semester; 2) take comprehensive examinations during the fifth semester; 3) successfully defend the prospectus by the end of the sixth semester; and 4) demonstrate substantive progress on their dissertation each semester of taking 699. Students who fail to maintain good progress in the program risk loss of GTA funding and/or potential invitation to exit the PhD program with an M.A. degree. Sometimes life events can complicate such a timeline, but students will typically be expected to adhere to this schedule. Substantial deviations must be discussed with and approved by both the Director of Graduate Studies and the Department Chair.

After the end of each Spring semester (prior to May 15), there will be a faculty-wide review of all graduate students carrying a graduate teaching assistantship. We anticipate most of these reviews will be positive, and all students will receive brief written feedback from the Director of Graduate Studies regarding their review. However, if students are deemed not to be making sufficiently "good progress" through the program, continued GTA funding may be at risk, and post-comps students may be recommended to exit the program with a Master's degree. Pre-comps students will be invited to take M.A. comprehensive exams in the Spring semester of the second year and exit with a Master's degree.

Emphasis will be given to first-year students. If the first-year reviews by faculty indicate serious concern about a student's ability to be successful in the PhD program, faculty in attendance will vote regarding whether the student should be steered toward exit from the PhD program with an M.A. degree. This would include a second year of funding to finish the M.A.

Public Administration, MPA

The mission of the Master of Public Administration (MPA) program at The University of Alabama is to prepare students to lead and manage public service organizations. We strive to develop critical thinking skills enabling our graduates to formulate policies and approaches to management while ensuring the integrity of the public service. Our program emphasizes public service values while facilitating intellectual and professional development through learning experiences that integrate theory with practice. We provide an institutional culture that promotes diversity and advances governance while preparing students to reach standards of excellence in the public service.

The Master of Public Administration (MPA) program is designed to prepare students for leadership and administrative roles in federal, state, and local government. It is directed at pre-career students seeking to enhance their employability and level of entry into public service, as well as students already working in public service who desire to upgrade their skills, enhance promotion opportunities, or deepen their appreciation for

the science and art of public administration. Through exposure to a rich body of theoretical and applied knowledge, students develop talents for managing employees, formulating budgets, structuring organizations, analyzing policies, and evaluating programs.

Admissions

The Master of Public Administration is an accredited professional degree program designed primarily for those who plan a career in federal, state, or local government.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A resume
- 3 letters of recommendation

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Students are required to complete 39 semester hours of coursework. The 39 hours are subdivided as follows: 21 hours of public policy and administration core courses, 3 hours of quantitative methods, 12 hours of approved electives if a 3 hour internship is completed or 15 hours of approved electives if a 3 hour internship is not completed. An internship is required for all pre-service students. In addition to the 39 hours of coursework, students must successfully complete a Portfolio Project.

Course requirements

Code and Title		Hours
Public Policy and Administration Core		
PSC 565	Foundations of Public Admin	3
PSC 562	Public Personnel Admin	3
PSC 662	Organization Theory	3
PSC 664	Public Policy Analysis	3
PSC 665	Local Government Admin	3
PSC 667	Public Budgeting	3
PSC 668	Program Evaluation	3
Quantitative Methods		
PSC 522	Quant Methods PSC I	3
Approved Electives		12
PSC 663	Sel Prob Public Admin (topics vary; repeatable (3-6 Hours))	
Electives approved by MPA Director (6-9 hours)		
Internship or Additional Elective		3
PSC 679	Internship & Research	
Portfolio Project Completed in Final Semester		
Total Hours		39

Transfer Credit

Refer to the Graduate School Master's degree requirements page for more information.

Accelerated Master's Program

Information on the Accelerated Master's Program can be found on the department website.

Refer to the Graduate School [Accelerated Master's Program](#) page for more information.

Comprehensive Exam/Capstone

Successful completion of the Portfolio Project is required to graduate with an MPA degree.

The purpose of the Portfolio Project is to assess the extent to which MPA students have achieved the core competencies set forth by our accrediting body, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). The five core competencies are:

1. Lead and manage in public governance;
2. Participate in and contribute to the public policy process;
3. Analyze, synthesize, think creatively, solve problems, and make decisions;
4. Articulate and apply public service perspectives; and
5. Communicate and interact productively with a diverse and changing workforce and citizenry.

For each core competency, the student will complete a structured reflection essay assessing the core competency. Explicit instructions regarding the Portfolio Project are provided to students in their final semester of coursework. Portfolio Projects are evaluated by the MPA faculty.

Fieldwork/Practicum/Internship Requirements

The MPA Program requires students to complete 300 hours of work in their internship for 3 credit hours. Students typically pursue an internship after completing 18 hours in the program, but exceptions to the 18-hour completion rule may be made by the MPA Director. Internships may be completed during the semester or, more commonly, during the summer. They may be paid or unpaid.

Once an internship is approved by the MPA Director, the student may register for 3 credit hours of PSC 679 MPA Internship. The MPA Director will provide an information and evaluation form for the student to complete at least two weeks before the internship begins.

Upon completion of the internship, the immediate work supervisor of the student during the internship will complete the evaluation form and return it to the MPA Director. To receive a final grade for the internship hours, the student must complete an academic exercise that enhances the quality of the internship learning experience. The final grade will be determined based on the evaluation of the immediate work supervisor at the internship site and the quality of the academic exercise.

Time Limits for Degree Completion Requirements

Refer to the Graduate School Master's degree requirements page for more information.

Student Progress Requirement

Refer to the Graduate School scholastic requirements for more information.

Academic Misconduct Information

Refer to the Graduate School academic misconduct policy for more information.

Withdrawals and Leave of Absence Information

Refer to the Graduate School [withdrawal and leave of absence policy](#) for more information.

Academic Grievances Information

Refer to the Graduate School academic grievance procedure for more information.

Grades and Academic Standing

Refer to the Graduate School grades and academic standing (p. 28) for more information.

Graduate School Deadlines Information

Refer to the Graduate School student deadlines page for more information.

Application for Graduation Information

Refer to the Graduate School Master's degree requirements page for more information.

Department of Psychology

- Major
 - Psychology, MA (p. 414)
 - Psychology, PhD (p. 415)

NOTE: The MA is earned en route to the PhD. Chair

- Thompson E. Davis

Director of Graduate Studies

- Randy Salekin

Associate Professor and Director of Experimental Psychology

- Andrea Glenn

Associate Professor and Director of Clinical Psychology

- M. Lindsey Jacobs

Professor and Director of the Alabama Research Institute on Aging

- Rebecca Allen

Professor, Doddridge Saxon Endowed Chair and Director of the Center for the Prevention of Youth Behavior Problems

- Susan White

Professor, Executive Director, Alabama Life Research Institute

- Sharlene D. Newman

Associate Professor and Director of the Psychology Clinic

- Interim- M. Lindsey Jacobs

Associate Professor, ASD Clinic Director

- Laura Hansen

Professor, Director of ISSR

- Despina Stavrinou

Director of UA-Acts Program

- Megan Davis

Professors

- Rebecca Allen
- Thompson E. Davis
- Lark Lim
- Sharlene D. Newman
- Randy Salekin
- A. Lynn Snow
- Despina Stavrinou
- Alexa Tullett
- Susan White

Associate professors

- Sheila Black
- Jennifer Cox
- Matthew Cribbet
- Jenny M. Cundiff
- Ansley Gilpin
- Andrea Glenn
- William Hart
- M. Lindsey Jacobs
- Matthew Jarrett
- Kristina McDonald
- Jeffrey Parker
- Karen Salekin
- Theodore Tomeny
- Bradley White

Assistant professors

- Lisa Beck
- Sharla Biefeld
- Summer Braun
- Peter Castagna
- Jennifer Crowder
- Craig Cummings
- Megan Davis
- Gayle G. Faught
- Katie Garrison
- Heather Gunn
- Allison Scrivner
- Kelsey West

Instructors

- Demetrius Barksdale
- Allison Davis
- Darren George
- Ryan Lang

General prerequisites: Graduate standing and permission of both the director of graduate studies and the instructor. Graduate students enrolled in 500-level courses that are also offered at the 400 level are expected to perform extra work of an appropriate nature.

PY581 Readings In Py Grad
SP

Hours 1-3

Selected supervised readings.

Special Topics Course

PY591 Seminar In Py Grad
SP

Hours 3

In-depth examination of a selected contemporary psychological area. Different sections offered each semester. Section descriptions are available at registration.

Special Topics Course

[View All Courses](#)

Psychology, MA

The department requires that students entering the PhD program without a Master's degree earn their MA while enrolled in the PhD program.

Admissions

Students applying for graduate work in psychology must present at a minimum undergraduate courses in general psychology, statistics, and experimental psychology (or research methods). In addition, it is desirable for students to have prior coursework in a laboratory science (particularly biology), college mathematics, and in the area of their intended concentration.

Admission is competitive and is influenced by the overall quality of the applicant's record, including grades, letters of recommendation, past experience, and a match between the students' and faculty interests. The application deadline is November 15th (11:59 P.M. CST) for the clinical and experimental psychology areas. Completed applications must be received by this deadline to ensure full consideration for admission for the following term. Please remember this is a MA degree en route and this information pertains to applying to the PhD program. The Department does not offer a terminal Master's degree only the degree en route to the PhD.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Students earn the MA degree en route to the PhD (p. 415). The MA degree is awarded after 24 credit hours of coursework, 6 credit hours of thesis, and an approved completed thesis. The 24 hours of coursework may vary by focus area, but must include the following:

Code and Title		Hours
Required Courses		
PY 602	Advanced Statistics I	3
PY 603	Advanced Statistics II	3
PY 607	Research Methods Psych	3
Required Major Course Options		9
PY 500-698		
Thesis Course		
PY 599	Thesis Research	6
Total Hours		24

Psychology, Ph.D.

The Department of Psychology houses a PhD program with an Area in Clinical Psychology and an Area in Experimental Psychology. Each Area has specific Subareas. In Clinical Psychology the Subareas are: Child, Health, Geropsychology and Psychology Law. In Experimental Psychology the Subareas are: Cognitive, Developmental, and Social psychology. Our Psychology program focus on developing skilled researchers and university level teachers. The Clinical Psychology area also focuses on developing skilled practitioners and clinical scientists. Coursework and training are in person; this is not an online program.

The basic philosophy of the Department of Psychology is to promote independent scholarship and to ensure competence in the fundamental areas of psychology and the specific subareas offered. The department trains psychologists who are scientists and scientist-practitioners and, in so doing, provides broad research training, substantive academic areas of study, teaching opportunities, and applied experience.

Admissions

The deadline for applications to the Psychology PhD program is November 15th (11:59 P.M. CST). Interviews occur during January and February, and admissions offers are made by March/April of each year.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

Documents

- A personal statement under "Statement of Purpose" in the application system. Personal statements should speak to the applicant's preparation for graduate study, writing, and quantitative skills, and, if relevant, how students have handled past challenges. We are also interested in how students' cultural, ethnic, or personal backgrounds will bring a unique and diverse perspective to the graduate program. Please also include the names of 1-3 potential faculty mentors within the Psychology Area's Subarea that you are applying to (i.e., Clinical (Child, Health, Geropsychology, or Psychology & Law) or Experimental (Cognitive, Developmental, or Social Psychology) and why you want to work with the faculty member(s). To find out if faculty members are planning to take students, please visit the department directory, and use the Accepting Students filter in the left-hand sidebar. There is no required length or format for the personal statement but see guidance here on our web page.
- Three letters of recommendation are required. These should be written by professors or supervisors who are familiar with your academic ability and career aspirations. Letters should speak to applicants' writing skills, quantitative skills, ability to handle challenges, and potential to conduct high-quality empirical research. Letters must be received by December 1st to ensure full consideration. Should your letter writers have problems submitting letters through the application portal, please contact the program assistant, Nicole Dover.
- Curriculum Vitae (CV).
- We also encourage applicants to submit other writing samples and syllabi from statistics or research methods courses that they have taken. These latter documents can be added under the "Portfolio" section of the graduate school application. This is not essential but can help in the evaluation process.

Admission is competitive and is influenced by the overall quality of the applicant's record, including grades, letters of recommendation, past experience, and a match between the students' and faculty interests.

Prerequisites and Minimum Requirements

- Undergraduate coursework in general psychology, statistics, and research methods is typically required for admission. Other desirable undergraduate courses include developmental psychology, physiological psychology, social psychology, abnormal psychology, cognition, learning, sensation and perception, history and systems, mathematics, and natural science.
- The minimum GPA required for regular admission is 3.0. However, successful applicants typically exceed this minimum.

Psychology Area, specific subareas, and the names of potential faculty mentors

- For "Area" in the application, select either Clinical or Experimental
- For "Subarea" in the application select one of the following specific subareas
 - Clinical: Child, Health, Geropsychology, or Psychology & Law
 - Experimental: Cognitive, Developmental, or Social
- Once you have identified potential mentors, please also add these mentors as "contacts" when completing your graduate school application.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The minimum number of credit hours required for the PhD in psychology varies by Psychology Area. Typically, graduate students complete the General Psychology Core, the Research Skills Core, a master's thesis, and a doctoral dissertation. In addition, clinical students complete the Clinical Core and a year-long clinical internship. Students in the Clinical Psychology Area and the Experimental Psychology Area also complete advanced coursework in their specific Subarea. The exception to this is when students transfer in credits.

Code and Title		Hours
General Psychology Core		
Select three of the following: ^{1,2}		9
PY 650	Cognition and Learning	
PY 629	Biological Bases of Behavior	
PY 652	Affect & Lifespan Dev. Psych	
PY 672	Adv Social Psychology	
Research Skills Core		
PY 607	Research Methods Psych	3
PY 602	Advanced Statistics I	3
PY 603	Advanced Statistics II	3
Select one of the following:		3
PY 615	Structural Equation Modeling	
PY 614	Categorical Data Analysis	
PY 616	Multilevel Modeling	
PY 618	Statistical Consulting	
Advanced Coursework as Applicable ^{1,2}		12
PY 695	Teaching Of Psychology	3
Advanced Coursework in Student's Focused Area of Study		
Clinical Core (required for clinical only)		
Thesis and Dissertation Hours		
PY 599	Thesis Research	6
PY 699	Dissertation Research	18

Footnotes

- ¹ Some focused areas of study require additional or specific courses.
- ² See details at the Psychology website or contact the Graduate Director.

Transfer Credit

Students who wish to transfer previous graduate coursework from another institution must meet briefly with the Graduate Program Assistant to initiate the approval process. Coursework to be transferred must have an equivalent in the Psychology Department. The student must submit syllabi of previous coursework for review by the department faculty members who currently teach the equivalent departmental courses. This process should be completed by the end of the first year of study. For the PhD degree, the Graduate School allows up to 50% of the required coursework (exclusive of dissertation hours) to be transferred from another institution. Only coursework completed within six years prior to beginning the UA Psychology Graduate Program will be considered for transfer under this mechanism. In addition, Graduate School policy allows transfer of credits taken concurrently with enrollment in our department, subject to the same 50% requirement, if approved for the student's Plan of Study. The courses must be from accredited institutions and be taught by their graduate faculty. Credits will only be considered for transfer from institutions in which the student has earned a B average or better on all graduate work attempted. The Director of Graduate Studies will conduct the final review.

Approval of a thesis or dissertation completed elsewhere: The PhD Program in Psychology requires the completion of a master's thesis unless a student has completed a master's thesis at another institution. If a student has completed a master's thesis or dissertation within the last six years at another institution, s/he may submit it for approval and satisfaction of the thesis requirement. A committee of three faculty members will review the document for content and rigor to determine whether it is similar to what is expected in our program. This committee shall include the student's Area Director (Clinical or Experimental), the Director of Graduate Studies, and one other faculty member to be chosen by the first two. Students coming in from another field other than psychology may submit their thesis or dissertation (when applicable) for review; however, for approval, the content must be viewed as within the expected range of psychology theses or dissertations. If a student's document is approved, the thesis requirement for the PhD degree is satisfied. However, the student will not receive thesis credits and will not earn a master's degree in psychology at UA. If a student's initial thesis document from another institution is not approved, or they have completed a master's (without a written thesis project) at another institution, the student will have to complete an additional research project similar to a thesis (via PY 698 rather than PY 599). The research project will have a three-member committee (Chair, Member, External Member) and a formal proposal meeting and defense meeting will occur for this thesis-like research project. This project does not require a committee formation in the student portal or approval of the Graduate School. There will be a vote as to whether this research project meets the standard similar to the UA Psychology thesis project. The final document will not be uploaded to ProQuest, it will be uploaded to the student's UA Box "Thesis-Like Project" folder.

Comprehensive Exams

The dissertation preliminary examination consists of the completion of the full dissertation proposal (the "preliminary document") and an oral examination. The student is eligible to take the preliminary examination following completion of the master's thesis and the research skill

requirement. For those students entering the program with a master's thesis document that is not accepted or who have completed a master's psychology program that does not include a written thesis project, those students will have to complete a thesis-like project as well as the research skill requirement before moving forward to the dissertation proposal state. The thesis-like research project will have a three-member committee (Chair, Member, External Member) and a formal proposal meeting and defense meeting, like a thesis. This committee will not be submitted through the student portal for graduate school approval, nor will the final document be uploaded to ProQuest.

Practicum Experience and Internship Requirements

Practicum and Internship Requirements apply to graduate students in the Clinical Psychology PhD Area.

Practicum Experience: Students shall have a copy of Ethical Principles of Psychologists and Code of Conduct and the Psychology Clinic Manual for study and discussion in various seminars and classes. Students are required to abide by the APA Ethical Principles, and they must sign a statement affirming that they have read and will abide by the Standards. A copy of this signed statement will be kept in the student's Clinical file.

During Year 1, students are introduced to clinical assessments, diagnostic interviews, and report writing, and they conduct mock assessments and assessments with volunteers. Students also begin learning case conceptualization, treatment planning, and helping skills. They practice skills via role-plays, write mock treatment plans and progress notes, and complete training in suicide risk assessment and mandated reporting. Additionally, students receive an orientation to the Psychology Clinic to acquaint them with current clinic policies on such issues as record keeping, confidentiality, and room assignments.

In Year 2, Clinical students take one full year of Basic Practicum in the Psychology Clinic. Students are assigned cases for assessment and intervention and are supervised by clinical faculty. The direct contact hour goal for Basic Practicum is approximately 100 hours for the 3-semester sequence. Four to five active clients per week are needed to achieve this level of contact. As appropriate for the needs of the client, students are expected to arrange for termination or transfer of their clients by the end of the summer semester or to continue as the primary therapist into the fall term.

Supervision in the psychotherapy practicum typically involves an individual weekly meeting with one's supervisor(s) and a small group supervision meeting. Individual supervision typically involves review of case files, direct observation (i.e. listening to audio or video recordings or live observation), and additional methods deemed most appropriate by the supervisor. As per APA accreditation guidelines, direct observation via audio, video, or live observation is required at least once per student per evaluation period. Case review and note-taking is expected of the student prior to supervision. Supervisors vary in their style, emphasizing problem-solving, case formulation, coverage of specific techniques, and discussion of therapeutic issues (e.g., ethics, termination, resistance, specific treatment questions). Group supervision typically includes discussion of cases, didactics, and preparation for Clinical Case Conference presentations in the Spring semester.

Although our program does not typically use telesupervision, such an approach may be needed in certain circumstances (e.g., COVID-19 in 2020 and 2021).

Students present at a Clinical Case Conference during the Spring semester of their second year. The Clinical Case Conference is evaluative

and provides an opportunity for students to receive feedback on their progress with clinical skills at an early stage of training. Attendance is required for practicum students, supervisors, and designated clinical faculty. Other faculty and students are invited to attend.

In addition to Basic Practicum, students take an additional 3 or more semester hours of advanced practicum usually within a specific Subarea (Child, Health, Geropsychology, or Psychology Law). A variety of off-campus placements are also available to clinical students.

Clinical Placements: Advanced students (usually 3rd year and beyond) may be afforded an opportunity to work part-time in a clinical setting for remuneration. These paid clinical placements are not meant to provide all or most of the required clinical training. However, they give students an opportunity to receive financial aid while performing some duties of clinical relevance. Students will also be provided access to training facilities as unpaid workers. In some cases, these paid and unpaid clinical placements may also serve as meeting advanced practicum requirements. Students interested in multiple placements/practica MUST discuss this with the Director of Clinical Training (DCT) and/or Associate DCT. If approved, the DCT and/or Associate DCT will determine the appropriate course registration, and documentation will be placed in the student's program file.

Placement negotiations are made only through the DCT. Placement decisions are made by the DCT, through consultation with the sponsoring agency and the coordinator of the student's specific Subarea. It is the norm that clinical placements are for a one-year (or 9-month) period. This guideline is in the best training interest of the student because it maximizes student exposure to a broad range of clinical experiences. Also, limiting placements to one-year terms maximizes the number of students provided the opportunity to be placed at particular agencies.

ANY clinical work engaged in by a graduate student, paid or unpaid, must be approved by the DCT and/or Associate DCT and must be supervised by a licensed psychologist. A description of the activities, including a memorandum from the supervisor detailing the supervision arrangement, shall be provided by the student to the DCT and/or Associate DCT for the student's file. This includes any volunteer or paid work done that might be construed as "psychological" in nature. The host agency is expected to provide a professionally sound training setting for the student, which includes adherence to the Standards for Providers of Psychological Services. Students should expect to receive feedback from their supervisors on a regular basis. End-of-term (fall, spring, summer) feedback is solicited by the Department and becomes a part of the student's Clinical file.

Several paid clinical practica do not carry a tuition grant as part of the contract. Because of this, the DCT has negotiated a higher salary rate to help defray the cost of the tuition the student will have to pay.

Internships: A full-year pre-doctoral clinical internship is required of all clinical students. Unless an exceptional case can be presented, students must intern at APA-accredited training sites. Although application during the fourth or fifth year is typical, students are eligible to begin applying to internship sites in their third year of residency assuming all core courses are completed by the end of that year. Students must have passed the preliminary doctoral examination by October 15th of the year they apply for internship. Furthermore, students must have their initial mini-proposal meeting 8 weeks prior to the October 15th deadline.

Students eligible for internship meet with the DCT and the Associate DCT to receive information about the application process. Extensive information about internship sites is available from the APPIC website: <http://www.appic.org>.

A list of recent internship sites is located on our Clinical Psychology website. The Department solicits feedback from internship programs at 6 months and at the end of training. The internship training director typically provides a detailed letter regarding the intern's progress, strengths, and weaknesses. A copy of this evaluation is maintained in the student's clinical file.

Students MUST have completed the internship before the university will confer the degree. The Graduate School will provide a "Completion of Degree" if needed in order for the student to be eligible for a post-doc or employment before the degree is conferred.

****The department also requires that the student upload appropriately labeled thesis and dissertation raw data, variable labels, and final thesis and dissertation documents to UA Box folder, before being cleared by the department for graduation. Students coming in from another field other than psychology may submit their thesis (when applicable) for review; however, for approval, the content must be viewed as within the expected range of psychology theses. If a student's document is approved, the thesis requirement for the PhD degree is satisfied. However, the student will not receive graduate credits and will not earn a master's degree in psychology at UA. If a student's initial thesis document from another institution is not approved, or they have completed a master's (without a written thesis project) at another institution, the student will have to complete an additional research project similar to a thesis (via PY 698 rather than PY 599). The research project will have a three-member committee (Chair, Member, External Member) and a formal proposal meeting and defense meeting, like a thesis. This committee will not have to be formed in the graduate student portal for Graduate School approval. There will be a vote as to whether the student's document and oral defense pass or fail. This document will not be uploaded to ProQuest for Graduate School review. It will be uploaded into the student's UA "Thesis-Like Project" Box folder.**

Admissions to Candidacy Requirements

The Admission to Candidacy form will be initiated by the Graduate Program Assistant after the successful writing of the dissertation prospectus and oral presentation meeting.

Once a student has been admitted to candidacy they will begin to enroll in dissertation hours (PY 699) the following semester. The student must be enrolled continuously, for 3 credit hours or more each fall and spring semester, until the final dissertation is submitted to the Graduate School. Registration during the summer term (3-hour minimum) is expected if the student is using university and/or faculty resources. If the final dissertation is submitted to the Graduate School in the same semester in which it is defended, no further dissertation hours are necessary, including the semester in which the student graduates. However, if the dissertation is submitted to the Graduate School after the semester ends, the student must register for either 1 or 3 additional dissertation hours in the following semester, depending on when the document is submitted. This includes registering for summer term if graduation will be in August. For questions about this, please contact the Graduate Program Assistant.

Continuous Enrollment Policy

See Graduate School policies (p. 21)

The Department does not admit part-time students. The typical load is considered to be 12 hours. A 9-hour maximum is sometimes imposed on students with certain graduate fellowships, particularly graduate research fellowships (i.e., thesis and dissertation fellowships). Although it is most wise to remain in full-time residence (i.e., maintain a residence in

Tuscaloosa, be on the University campus at least several times per week, have regular, face-to-face contact with the dissertation chair) until after successfully defending the dissertation, students must remain in full-time residence until after successful completion of their preliminary exam.

Enrollment for dissertation credit must be continuous once the dissertation project is started. This means that once a student has passed his/her prelims, he/she must register for a minimum of 3 dissertation hours during subsequent fall and spring semesters, including the internship year until the dissertation has been successfully defended and submitted to the Graduate School. See the Graduate Catalog policy on "Final Semester Dissertation Minimum Registration..." to determine dissertation research hour registration requirements once the dissertation has been submitted to the Graduate School. An exception regarding registration in the final semester is granted to those students on internship whose dissertation has been approved by the Graduate School prior to the final semester. Specific guidelines for the number of hours in relation to the amount of anticipated work are detailed in the Graduate Catalog.

Dissertation Requirements

The dissertation is the culmination of the Doctoral Program in Psychology. The dissertation serves two major purposes. First, it is an educational experience that demonstrates the ability to address a major scholarly problem relevant to the field of psychology using research methods appropriate to the field. Second, the dissertation is a piece of original research that makes a contribution to existing knowledge. The quality of the dissertation should be equivalent to a study judged acceptable for publication in an APA, APS, or other journal widely recognized for its publication standards. The subject matter is limited only by the availability of faculty competent to direct the project. Ordinarily, dissertation studies fall into the categories of experimental research, correlational research, or a combination of experimental and correlational research. Dissertations that are research reviews, theoretical papers, or historical papers may also be acceptable, provided that the dissertation committee approves the student's specific plan.

Forming the Dissertation Committee: The doctoral student should form the dissertation committee and begin the development of the doctoral project as early as possible after completing the Master's thesis or "thesis-like" project, or by the spring semester of the third year of graduate study, whichever occurs later (this may be earlier for students coming in with a master's degree). The dissertation committee will be composed of at least five members. The student shall select the dissertation director (chair); two committee members from the Psychology Department; and one committee member from outside the Psychology Department. The outside committee member is usually a full, associate, or temporary graduate faculty member in a department at the university. However, the student may choose someone from inside or outside the university who is not currently a graduate faculty member, under two conditions. First, that person must have a terminal degree in his/her field. Second, s/he must be appointed to the temporary graduate faculty before the mini-proposal meeting. Temporary graduate faculty appointments are made only twice a year, in October and March, so plan accordingly. The Director of Graduate Studies will provide information to the student's outside member about the various meetings and lengths of meetings that are expected.

When the student has agreements from these individuals to serve on his/her committee, s/he should inform the Director of Graduate Studies of these members and the topic and request the final committee member. The final committee member will be selected by the Director of Graduate

Studies on the basis of balance of faculty workloads and consideration of the topic of the project.

The dissertation committee can be expanded beyond five members with the addition of faculty from other departments, additional psychology department faculty, or postdoctoral fellows. To avoid potential conflict of interest, faculty who are married generally should not serve as members of the same dissertation committee. However, it is acceptable for married faculty to co-chair a dissertation committee if they are engaging in collaborative research related to the dissertation topic. (There can be only one chair; the other may be a co-chair.) In this case, it is recommended (though not required) that the student add a sixth committee member from within the department. It should be noted that only Full members of the graduate faculty may chair dissertation committees. Associate members and Temporary members of the graduate faculty may co-chair a dissertation, but the Chair must be a full-time member. Full members of the graduate faculty who retire may maintain their status as Full members for three years following retirement. Thereafter, they may be appointed as a Temporary graduate faculty member and, at their discretion, continue to serve on thesis/dissertation committees with no restructuring of these committees necessary (although a committee member who is a Full member of the Graduate Faculty shall be designated as Chair, and the retired member may serve as Co-Chair). If a committee member resigns from UA s/he also may be appointed as a Temporary graduate faculty member and at his/her discretion, continue to serve on the committee as a co-chair. A full faculty member must be assigned as committee Chair. If an "outside" member of a committee becomes a department faculty member, s/he may continue to serve on the committee, but a new outside member must be appointed. When a committee member who retires or resigns elects not to continue to serve on a dissertation committee, s/he shall be replaced through an appointment made by the Director of Graduate Studies in consultation with the student. Once the dissertation committee is formed, a committee member cannot be replaced simply because of difficulty scheduling meetings or because the committee member elects not to meet during the summer.

Proposal: The proposal consists of a written document and an oral proposal meeting. The student is eligible to complete the proposal following the successful completion and submission of the master's thesis and successful completion of the research skill requirement. If a student's thesis document from another institution is not approved, or they have completed a master's (without a thesis project) at another institution, the student will have to complete an additional research project similar to a thesis (via PY 698 rather than PY 599). The student's "thesis-like" project will have a three-member committee (Chair, Member, External Member) and a formal meeting and defense meeting, like a thesis. This committee does not need to be created in the graduate student portal for approval by the Graduate School.

Proposal document. Following formation of the committee, the student shall prepare a written prospectus or "mini-proposal" and present it orally to their committee. The purpose of the prospectus is to inform the committee members of a possible plan for the dissertation. The prospectus document must be no longer than 20 pages in the current APA editorial style. A reference list should be included in addition to the text. Appendices are neither required nor expected, but if they are included, they must be included within the 20-page limit. The student shall distribute the prospectus document to committee members at least 5 working days prior to meeting with the committee (working days are days on which UA offices are open), in electronic form and upload it to UA Box (contact the Graduate Program Assistant for assistance). The

student should contact the Department Office Assistant to schedule a meeting room if being held in person.

Proposal meeting. One or more 1-hour meetings will be held to discuss the feasibility of the project and make suggestions for improvement. It is the responsibility of the student to schedule the meeting(s) at a time that is suitable to all committee members. These meetings may be scheduled during the summer if all committee members agree to meet during the summer. However, it is the prerogative of faculty members to decline to meet during the summer and thus students are encouraged to schedule the meeting during the fall or spring semester. The Clinical Area has specific rules on the timing of the prospectus and preliminary examination (see Clinical Training Toolkit). Proposal meeting(s) are working meetings, after which, the committee will determine if the student is admitted to candidacy. The student will give an informal 5-10 minute presentation of his/her proposal followed by open discussion. The number of these meetings will be based on the student's and committee's perceived need for them. Providing food/drinks at proposal meetings is prohibited. After the dissertation proposal meeting, the student should complete the Appointment/Change of Doctoral Dissertation Committee Form, accessible here.

Preliminary Examination: The preliminary examination consists of the completion of the full written dissertation proposal (the "preliminary document") and an oral examination. The student is eligible to take the preliminary examination following the successful completion of the dissertation proposal.

Preliminary document. Once the dissertation proposal has been approved by the committee, the student shall prepare the full dissertation proposal (the "preliminary document") using the guidelines found on the Graduate School's Thesis-Dissertation-Microsoft-Word-Template-2024.docx. There is no page limit on the preliminary document, but it is expected to be developed substantially beyond the mini-proposal. The writing and copy editing of the document is the responsibility of the student alone. Although committee members are not expected to review portions of the full proposal during its writing, they may be asked their advice at any time on matters related to the dissertation. The dissertation chair has the option of reviewing the completed full proposal before it is distributed to the entire committee. The dissertation chair may point out to the student areas in the proposal that need additional work; however, the intent of such a review is not to provide the student with faculty-written substitutes or additions to the proposal text. When available, or as suggested by the dissertation committee in advance, the results of pilot studies should be reported in the preliminary document.

The student should notify the Graduate Program Assistant and the Director of Graduate Studies by email of the date of the Preliminary Examination/Defense. The notification should be typed and contain the following information:

- **Your Name – CWID - email address**
- **Program/Area, Date of Defense**
- **Title of Document**
- **Name and email address of Committee Chair**
- **Name and email address of Co-chair (if there is one)**
- **Name and email address of external committee member**
- **Name(s) and email address(es) of other committee member(s)**

The Graduate Program Assistant will create a folder for the student in UA Box and send an invitation to the student to upload the "preliminary" document there. The Graduate Program Assistant will upload the above information (Information Sheet) into the UA Box folder.

The student should upload the document to UA Box *at least ten working days* prior to the meeting (working days are days on which UA offices are open). Also, at this time, *raw data and variable labels* should be uploaded to UA Box Upload Thesis and Dissertation. The student should also at this time email their committee a copy of the document.

Preliminary examination meeting. The student should arrange a 2-hour meeting of his/her dissertation committee for the preliminary examination. The student should contact the Department Office Assistant to schedule a room for the meeting if being held in person. The meeting may be scheduled during the fall, spring, or summer semester. However, it is the prerogative of faculty members to decline to meet during the summer and thus students are encouraged to schedule the meeting during the fall or spring semester. It is the responsibility of the student to find a 2-hour meeting time that is suitable to all committee members, and to communicate the start and end time of the meeting to each committee member (both at the time the meeting is set and a week prior to the meeting). It is advisable to begin scheduling several weeks in advance of the desired meeting date.

During the first week after distribution of the preliminary document, committee members are encouraged to look over the document. If a committee member should decide that the preliminary document is of such low quality that the formal examination is not warranted, s/he will notify the Director of Graduate Studies and student's dissertation chair. In such instances, the committee will be convened without the student to decide whether or not the examination should be held. If the majority decision is against holding the examination, this will be viewed as failing the preliminary examination. Should there be no objection received within one week of the distribution of the dissertation proposal, the examination shall proceed as scheduled.

The preliminary oral examination is conducted by the entire committee. It does not begin until all committee members arrive. Every effort should be made to communicate the start and end time of the meeting well ahead of time so that all committee members will be present for the entire meeting. However, from time to time an emergency arises and a committee member is unable to attend the meeting at the last minute or must leave the meeting before it is completed. In case of such an emergency, the action to be taken depends on whether the student's committee has 5 or more than 5 committee members.

1. If there are more than 5 members on the student's committee, there is no need to replace the committee member or to take any special action. The 5 remaining members only will cast a vote. For the record, the dissertation chair should communicate with the Director of Graduate Studies about the circumstances under which a committee member was absent for all or part of the meeting and notify the Graduate Program Assistant, so the person will not be included on the Candidacy form when initiated.
2. If there are only the required 5 members on the student's committee, then some action must be taken.

If due to an emergency, a committee is unable to attend the meeting at the last minute, and the meeting cannot be rescheduled, the Director of Graduate Studies and the committee chair should appoint an emergency replacement such that there are at least 5 committee members present including the emergency replacement. The Committee Chair should notify the Graduate Program Assistant (Nicole Dover) of the change.

If an emergency causes a committee member to leave the meeting early, the committee must decide whether to (a) reconvene with the full committee to complete the meeting or (b) complete the meeting without the departing committee member and allow him/her to vote. If option (b) is chosen, the committee may decide that the departing committee

member will vote before leaving or will vote afterward, after having been briefed on the content of the remainder of the meeting. The committee's decision may depend on how much of the meeting has been completed before the committee member had to leave, the overall strength of the student's defense, etc. The dissertation chair should communicate with the Director of Graduate Studies about the circumstances of the emergency and the decision of the committee on how to proceed.

Although unusual, it is the prerogative of any additional graduate faculty member in the Department of Psychology to read the dissertation proposal and then to participate and vote in the preliminary examination. It is also the prerogative of the student to invite other graduate students in the Department of Psychology to attend. At the beginning of the preliminary examination, the student is allowed a period of 15-20 minutes to formally present the proposal. During the presentation, committee members should avoid interrupting the student, except for questions of clarification. The student is then examined orally on the document and related topics. The intent is not to examine the student on general areas of psychology unrelated to the dissertation topic; however, it is to be expected that some of the committee members' questions will develop from the student's answers.

Upon completion of the preliminary examination, the student will leave the meeting and the committee will hold a nonbinding, pass-fail vote via the chat or poll feature on Zoom to serve as a starting point for discussion of the student's performance. All committee members, including the dissertation chair, have a vote. After discussion, the committee members shall cast their formal votes via the chat or poll feature on Zoom, jointly considering the suggested criteria (listed at the end of this section of the 2024 Student Toolkit for the written document and the oral presentation. If there are fewer than 2 negative votes, the student passes; if there are 2 or more negative votes, the student fails. The student will then re-enter the meeting to hear the outcome of the vote. If the outcome is "pass," it is not unusual for the committee to make some recommendations for the project and/or the final dissertation document. After a "pass" vote, the committee chair should notify the Graduate Program Assistant.

The student is permitted two attempts at passing the preliminary examination. If a second attempt is necessary, the original committee shall remain intact for the second attempt with one exception: Should the topic of the proposal change substantially, the original committee may elect to disband with a unanimous vote. A new committee would then be formed. However, it should be noted that, once assigned to a student's committee, a faculty member cannot be removed involuntarily, even in cases where the dissertation topic has been changed.

The dissertation chair should collect electronic Oral Exam and Written Document rubrics and upload them to UA Box folder "Rubric and Committee Acceptance Form with Vote". Upload within 48 hours of the examination. The dissertation chair should notify the Graduate Program Assistant that the student passed the preliminary exam. The Graduate Program Assistant will initiate the Admission to Candidacy form for committee members to sign.

Conduct of the Dissertation

1. **Use of substitute dissertation researchers.** Normally, the student is expected to collect his or her own data. Any deviation from this policy should be for reasons beyond the convenience of the student and must be approved by the dissertation committee. In considering the use of substitute researchers, the committee should keep in mind that the collection of data is an integral educational component of the dissertation process. In addition, the committee should consider issues such as experimenter bias, ethics, sensitization

of participants, and may be well advised in order to strengthen the methodological integrity of the project. Should that be the case, the student should make certain that the substitute receives carefully detailed training and close supervision during the conduct of the project.

2. **Altered topics.** Should the student substantially alter the dissertation topic following the successful completion of the preliminary examination, another full dissertation proposal must be developed and distributed to committee members. In addition, the written proposal must be presented in an oral examination. Although the examination is no longer considered a preliminary examination, the same voting procedures will be followed. In the event of a failure, the student must retake the examination until it is passed.

Final Oral Examination: Two weeks prior to the final defense, students should complete the Public Notice of Dissertation Defense form.

Dissertation document. The copy of the completed dissertation document that is presented by the student to committee members should be in final form and electronically distributed. Students should consult the Graduate School website Thesis and Dissertation – Graduate School for information on required sections, style, and formatting. The student should notify by email the Graduate Program Assistant and the Director of Graduate Studies of the date of the Dissertation Examination and the name of the Committee Chair. The notification should include the following information:

- **Name – CWID & email address**
- **Program Area/Subarea, Date of Defense**
- **Title of Document**
- **Name and email address of Committee Chair**
- **Name and email address of Co-chair (if there is one)**
- **Name and email address of external committee member**
- **Name(s) and email address(es) of other committee member(s)**

If the student already has a folder in UA Box, s/he should upload the dissertation document to that folder. Otherwise, the Graduate Program Assistant will create a folder for the student in UA Box and send an invitation to the student to upload the document there. The same applies for the committee chair and the folder for rubrics. At the time the student uploads the document to UA Box *raw data and variable labels* should be uploaded to UA Box.

The dissertation must be emailed to committee members *at least 10 working days* in advance of the final oral examination meeting (working days are days on which UA offices are open).

Final oral examination meeting. The student should arrange a 2-hour meeting of his/her dissertation committee for the final oral examination. The student should contact the Department Office Assistant to schedule a room for the meeting if it is held in person. The meeting may be scheduled during the fall, spring, or summer semester. However, it is the prerogative of faculty members to decline to meet during the summer and thus students are encouraged to schedule the meeting during the fall or spring semester. It is the responsibility of the student to find a 2-hour meeting time that is suitable to all committee members. It is advisable to begin scheduling several weeks in advance of the desired meeting date. More information about paperwork needed for thesis and dissertation meetings is included in **Appendix B** and on the department website.

During the first week after distribution of the dissertation document, committee members are encouraged to look over the document. If a committee member should decide that the document is of such low quality that the formal examination is not warranted, s/he will notify

the Director of Graduate Studies and the student's dissertation chair. In such instances, the committee will be convened without the student to decide whether or not the examination should be held. If the majority decision is against holding the examination, this will be viewed as failing the final oral examination, and the student will be expected to make improvements and schedule another final oral examination. Should there be no objection received within a week of the distribution of the dissertation, the examination shall proceed as scheduled.

The final oral examination is conducted by the entire committee. It does not begin until all committee members arrive. Every effort should be made to communicate the start and end time of the meeting well ahead of time so that all committee members will be present for the entire meeting. However, from time to time an emergency arises and a committee member is unable to attend the meeting at the last minute, or must leave the meeting before it is completed. In case of such an emergency, the action to be taken depends on whether the student's committee has 5 or more than 5 committee members.

1. If there are more than 5 members on the student's committee, there is no need to replace the committee member or to take any special action. The 5 remaining members only will cast a vote and sign the student's Committee Acceptance Form. For the record, the dissertation chair should communicate with the Director of Graduate Studies about the circumstances under which a committee member was absent for all or part of the meeting and notify the Graduate Program Assistant of the change so the missing member will not be included on the Committee Acceptance form.
2. If there are only the required 5 members on the student's committee then some action must be taken.

If due to an emergency a committee member is unable to attend the meeting at the last minute, and the meeting cannot be rescheduled, the Director of Graduate Studies and the committee chair should appoint an emergency replacement such that there are at least 5 committee members present including the emergency replacement. If an emergency replacement is appointed, s/he should be directed to the link for the oral exam rubric. The student should file an Appointment/Change of Doctoral Dissertation Committee to reflect the change.

If an emergency causes a committee member to leave the meeting early, the committee must decide whether to (a) reconvene with the full committee to complete the meeting or (b) complete the meeting without the departing committee member and allow him/her to vote. If option (b) is chosen, the committee may decide that the departing committee member will vote before leaving or will vote afterward, after having been briefed on the content of the remainder of the meeting. The committee's decision may depend on how much of the meeting has been completed before the committee member had to leave, the overall strength of the student's defense, etc. The dissertation chair should communicate with the Director of Graduate Studies about the circumstances of the emergency and the decision of the committee on how to proceed.

Although unusual, it is the prerogative of any additional graduate faculty member in psychology to read the dissertation proposal and then to participate and vote in the final oral examination. It is also the prerogative of the student to invite other psychology graduate students to attend. At the beginning of the examination, the student is allowed a period of 15-20 minutes to formally present the results of the dissertation project. During the presentation, committee members should avoid interrupting the student except for questions of clarification. The student is then examined orally on the document.

Upon completion of the final oral examination, the student will leave the meeting and the committee will hold a nonbinding, pass-fail vote via the

chat or poll feature on Zoom to serve as a starting point for discussion of the student's performance. All participating committee members, including the chairperson, have a vote. After discussion, a formal vote via the chat or poll feature on Zoom is taken, considering jointly the written document (with emphases on the results and discussion sections) and the oral presentation of the student. The committee members will also provide Oral Exam Rubric ratings on each of the criteria listed at the end of this section of the Graduate Handbook. If there are fewer than 2 negative votes, the student passes; if there are 2 or more negative votes, the student fails. After the formal vote, the student will reenter the meeting to hear the outcome of the vote. If the student passes, it is not unusual for the committee to require some changes to the document before it is submitted to the Graduate School. Three attempts at passing are permitted including the first attempt.

Following the final oral defense, the dissertation chair will notify Graduate Program Assistant of the final vote. Also, the dissertation chair should collect electronic Oral Exam and Written Document rubrics and upload them to UA Box folder "Rubric and Committee Acceptance Form with Vote". Upload within 48 hours of the examination.

The student is then responsible for making revisions to the document as suggested by the committee and preparing the document for electronic submission to the Graduate School. Once again, students should consult the Graduate School website for information on required sections, style, and formatting (Thesis and Dissertation – Graduate School). Completed dissertations must be submitted to the Graduate School in electronic format. More information on electronic theses and dissertation (ETDs) can be found at Thesis and Dissertation – Graduate School. Once the student has completed revisions and the committee chair has approved those revisions, the student should submit the completed dissertation to the Graduate School in electronic format through ProQuest. S/he should then notify the Graduate Programs Assistant that the document has been submitted; the Graduate Programs Assistant will then initiate the ETD Committee Acceptance form. The signature of the student and committee chair on this form indicates the document is ready to be published in terms of content, form, and style (which includes copy-editing). The copy-editing can be done by the thesis chair or by a professional copy editor. Students should have a conversation about when to allow their projects to be published through ProQuest. Typically, taking the farthest date out is advised because this will allow the student time to publish their study in a journal before their findings are released through ProQuest.

Electronic Copies of the Dissertation: Electronic departmental copy. Note that the Graduate School and the department no longer require bound copies of the completed dissertation. The student should upload an electronic copy of the final corrected dissertation text to their UA Box Dissertation folder. This should be in MS Word in a single file, with all formatting intact, include a PDF version in addition to the MS Word version.

Electronic departmental copy of the raw data. The student should also submit the raw data that were analyzed for the results section of the dissertation. The raw data should be in spreadsheet form such as SPSS or Excel and should include data labels. This should also be uploaded to the student's UA Box Dissertation folder.

Certification of completion of internship. For students in the Clinical Area, the Psychology Department requires a letter from the internship supervisor certifying that the student has successfully completed the APA approved internship in good standing. Because the internship is a requirement of the PhD degree, we need this letter to sign off on graduation. At the end of the internship the student should arrange for

this letter to be sent to the Director of Clinical Psychology or the Graduate Program Assistant.

Time Limits for Degree Completion Requirements

Each fall, students who are nearing their time limit for completion of the PhD will be notified of this in writing. One copy of this notification is placed in the student's file and another is sent to the Graduate School. Students who are nearing their time limit are encouraged to discuss their plans with the Director of Graduate Studies.

The time limit for completion of a doctoral degree in the Department of Psychology is 9 years after entry for students who enter with or without a master's degree. This is a Graduate School time limit and includes the internship year for clinical students. After 9 years, the Graduate School automatically drops the student from the program. If this happens, the student may reapply for the program and, if admitted, will have another 9-year period in which to complete the PhD. However, only coursework that was completed within the 6 years before reentry will be counted toward the PhD. Thus, coursework from the first three years of study must be retaken. Further, the student must adhere to the program requirements that are in effect at the time of reentry. Finally, students should be advised that there is no guarantee of being readmitted, and in fact, readmission may be unlikely. In unusual and compelling cases that are beyond the student's control, the Graduate School allows a student to request a one-time, one-semester extension beyond the 9-year limit. If approved, revalidating of outdated UA or transfer coursework is not required as long as this coursework has been approved previously in the student's Plan of Study (though the Dean of the college can request that a student repeat an outdated course that is especially integral to the student's course of study). If a student who has been granted a one-semester extension does not complete the degree in that semester, s/he will be automatically dropped from the program and must reapply for admission. For more information on Graduate School policy, see the Graduate Catalog Degree Requirements | University of Alabama (ua.edu) (p. 21)

To apply for a one-time, one-semester extension, the student should prepare a written request including (a) a description of the compelling circumstances that caused the delay in degree progress, (b) a description of the current status of the dissertation, and (c) a timeline showing each important remaining step in the completion of the dissertation. This request is submitted to the student's Area Director (Clinical or Experimental) for consideration by the Area faculty. The Area Director forwards the Area faculty's recommendation to the Director of Graduate Studies, who forwards it to the Dean of the College of Arts and Sciences, who forwards it to the Dean of the Graduate School. The request should be made during the second semester of the 8th year of study. If the one-semester extension is granted, the student must meet deadlines for graduation in the extension semester. For example, if the extension is for fall semester, the student must meet deadlines for December graduation. The last step and date in the timeline should reflect this.

Other considerations. Students should be aware that time spent during an authorized leave of absence or during an internship program counts toward the time limit (i.e., the clock does not stop).

Program-specific Time Limits In addition to the Graduate School and departmental time limits for completion of the doctoral degree, the Experimental Area has specific milestone-related time limits. Note that different time limits may apply depending on whether or not you have entered with a Master's degree.

The Experimental Area has two very important deadlines that must be met to continue in the program:

1. **Third-year deadline: Master's thesis defense.** Students must pass their master's thesis defense by the last day of the spring final exam period of their third year in the Experimental Psychology graduate area. If a student fails to do so, s/he will not be allowed to continue on to the PhD. The student will be allowed a maximum of one additional year to complete the thesis and the MA degree. However, the student will no longer be in good standing and will not be eligible for funding during the additional year. This third-year requirement does not apply to students whose thesis document from another institution is approved. However, If a student's document is not approved, or they have completed a master's (without a thesis project) at another institution, the student will have to complete an additional research project similar to a thesis (via PY 698 rather than PY 599) in the three-year timespan mentioned above. The "thesis-like" research project will have a three-member committee (Chair, Member, External Member) and a formal proposal meeting and defense meeting, like a thesis. The "thesis-like" project does not require the formation of a thesis committee in the Graduate Student portal for approval by the Graduate School. Also, this document will not be uploaded to ProQuest for review by the Graduate School but to the student's UA "Thesis-Like Project" Box folder.
2. **Fifth-year deadline: Dissertation Proposal Defense (aka Preliminary Oral Examination).** Students must pass their dissertation preliminary defense by the last day of the spring final exam period of their fifth academic year in the Psychology Graduate Program. Failure to do so will result in immediate dismissal from the program.

Note: These deadlines are considered as extremely lenient deadlines. It is expected that all students will finish thesis and dissertation deadlines well before these up-or-out deadlines. Students should not expect exceptions for failing to meet up-or-out deadlines. Students experiencing rare extenuating circumstances (e.g., factors that interrupt the research process for month(s) such as major health issues, pandemic or natural disaster) may request an extension in writing to their advisor and the Director of the Experimental Psychology to be voted on by the Experimental faculty. The reason for the request and a detailed timeline should be included in the request. The "up-or-out" rule will be enforced at the end of the approved new timeline if the student has not passed the required defense.

Student Progress Requirement

Non-academic failure occurs when a student is dismissed from the program for reasons to do with his or her ethical or professional conduct rather than academic performance. Examples include (but are not limited to) plagiarism, falsifying data, lying or cheating, acting maliciously against others, developing personal relationships with clients, and in general violating the APA Ethical Principles of Psychologists and Code of Conduct. <http://www.apa.org/ethics/code/index.aspx>

At the end of each year of graduate study, all students are evaluated by the Area faculty (Experimental or Clinical). In addition, a student may be evaluated at any time of year if a problem is perceived by the faculty. At the time of the evaluation, both academic and nonacademic factors are considered. One of six possible preliminary recommendations may result from this evaluation:

1. Continue - the student is encouraged to continue in the program for another year.

2. Continue with Warning - the student is encouraged to continue in the program for another year, but is apprised, in writing, of problems perceived by the faculty and advised concerning their remediation.
3. Continue with Remediation Plan (without Probation) - the student is permitted to continue in the program pursuant to his or her successfully completing a specific written plan of remediation prescribed by the faculty.
4. Continue with Remediation Plan (with Probation) - the student is permitted to continue in the program pursuant to his or her successfully completing a specific written plan of remediation prescribed by the faculty. The situation is serious enough to warrant probation status, which will necessitate self-identification on clinical internship applications.
5. Dismissal due to Failed Remediation Plan - the student is dismissed from the program because the remediation plan noted in (c) or (d) has not been successfully completed (see text below).
6. Dismissal without Remediation Plan - the student is dismissed from the program without a remediation plan for pronounced violations of ethical and professional conduct standards or for persistent patterns of conduct that are judged to be resistant to remediation.

If the outcome of the evaluation is other than (a) Continue, the following steps will be taken:

- **Communication of the problem to the student.** The director of the student's Area (Clinical or Experimental) will, with input from the program faculty, compose a committee to gather information and document the problem. This committee may be composed of 3 persons, 2 area faculty and 1 person from outside the area. However, the composition of the committee is at the discretion of the Area's Director. Faculty (or staff) members providing significant information relevant to the student's evaluation will provide such information as completely as possible, specifying the sources of the information. During the information gathering phase, the student shall be afforded an opportunity to consult with the faculty member(s) involved and to provide information to the committee. Once the committee has gathered information and documented the problem, it will present its recommendation to the area faculty at a meeting in which a quorum of the area faculty is present. At that meeting, a majority vote by the area faculty will indicate approval of the committee's recommendation. Then, the committee will present a statement to the student in writing that will include the exact recommendation (Recommendation b, c, d, e, or f) and supporting information. If the recommendation involves a remediation plan (Recommendations c or d), the details of the remediation plan will also be presented to the student in written form at this time. Remediation plans will be explicit with stated criteria for judging their success or failure as well as a timeline. Criticisms and remediation plans will be signed by the student (if he or she agrees), the student's Area Director (Clinical or Experimental), the Director of Graduate Studies, and the student's advisor. Then they will be placed in the student's file.
- **Appeal of problem statement and/or remediation plan.** If the student does not agree with the criticisms or the plan for remediation, he or she will be given a maximum of four weeks to prepare a request for reconsideration. The student may select any consenting representative (including another student) to appear with, or instead of her or him, at a reconsideration hearing before the area faculty who will subsequently vote to affirm or modify the documents in question. If the majority vote is to affirm the documents in question, this will be documented, and one copy will be given to the student and one copy will be placed in the student's file. If the majority vote is to modify the documents in question, the modifications will be documented and

presented to the student in writing. The modified criticisms and/or remediation plan will be signed by the student (if he or she agrees), the student's Area Director (Clinical or Experimental), the Director of Graduate Studies, and the student's advisor, then placed in the student's file.

- **Evaluation of the remediation plan.** If a remediation plan was put into place, the student's progress toward meeting the specified criteria will be reviewed according to the timeline described in the remediation plan. The initial review will be done by the committee that was originally chosen by the Area Director to document the problem and write the remediation plan. The review will require gathering of information from the student, faculty, and any other persons involved in the remediation plan. This committee will present a recommendation to the area's faculty (Clinical or Experimental) at a meeting in which a quorum of the area's faculty is present. At that meeting, a majority vote by the area's faculty will indicate approval of the committee's recommendation. The Department Chair will not vote. This final decision shall take place within one month of the period specified for remediation. The decision will be documented with supporting details and a copy will be given to the student and a copy will be placed in the student's file.
- **Appeal of a dismissal decision.** If a decision was made to dismiss the student from the program, the student may make a formal appeal. This should be done according to the University of Alabama's University-wide Academic Grievance Procedures, described in the faculty handbook and available online at Faculty Handbook – | The University of Alabama (ua.edu).

Academic Misconduct Information

The Department of Psychology will not tolerate academic misconduct. Procedures for reporting and resolving such cases are described in The University of Alabama Faculty Handbook and the University of Alabama Student Handbook. Should the Dean or Academic Affairs Officer find the student guilty of academic misconduct, the faculty may review the student's record. If they deem it appropriate, the faculty may dismiss the student from his/her area of study in the Department of Psychology. Procedures for filing a student complaint regarding an academic action taken by instructional or administrative personnel are detailed in the [Faculty Handbook](#) (Appendix D).

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

If a temporary health-related or personal circumstance poses a significant barrier to a student's progress, the student may request a leave of absence for a designated period of time. To request a leave of absence, the student should write a letter to the Area Director (Clinical or Experimental) requesting the leave of absence. The letter should be signed and dated and should provide a detailed explanation of the circumstances and why they will pose a barrier to his/her degree progress. It should also specify the beginning and ending dates of the requested leave period. The area's faculty (Clinical or Experimental) will then meet to consider the leave and will make a recommendation. The Area Director will forward this recommendation to the Director of Graduate Studies in the form of a memo, along with a copy of the student's letter for final approval. *If the student cannot return at the end of the time period designated in the leave of absence request, they must request another leave of absence. If the student does not return and does not request another leave of absence, they will be dropped from the program.* The time a student spends on leave still counts toward the student's degree

time limit (i.e., the clock does not stop). To be given full consideration for funding following their return to the program, students on leave are required to notify the department of their decision to return at least one semester prior to re-enrollment in coursework.

The graduate school does not need to be informed of the leave unless the student is enrolled in 699 and/or the student is on a fellowship and especially a multi-year fellowship. In either of these cases the student will need to contact the graduate school and inform them of the leave. Leaves can be related to ODS (Office of Disability Services) determined disability, medical withdrawal, family care/health issues, and military-related activity.

Graduate School Information on Withdrawals and Leave of Absence (p. 244).

Doctoral Plan of Study

Graduate School Information on the Doctoral Plan of Study can be found here (p. 15).

Academic Grievance Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Funding Overview

All students in good standing in the Psychology PhD program are normally supported by a graduate teaching assistantship (GTA) funded through the department, a graduate research assistantship (GRA) funded by their mentor, or a fellowship. Both types of assistantships provide roughly an equivalent stipend and benefits along with paid tuition and fees. Financial support is typically guaranteed through the first four years in the program for all PhD students who meet performance expectations and who do not meet any Conditions for Termination of Financial support (see below). Students will be informed of impending financial support termination prior to the support termination date except in the special cases noted under Conditions for Termination of Financial Support. Students in good standing may request continuing GTA/GRA and clinical assistantship support beyond the fourth year on a semesterly basis to the Director of Graduate Studies. Students in good standing with GTA/GRA support beyond the fifth year may continue at their advisor's discretion until GTA/GRA support is either exhausted or terminated by the Department.

Fellowship Nominations

Eligible students who excel in the program may be nominated by the Department for UA fellowships. Nominees are nominated primarily by their mentors for fellowships that are then reviewed by a panel of faculty members (e.g. 3-4 raters). Nominees are selected by departmental faculty rankings based upon prospective nominee research productivity, academic performance, and contributions to the Department. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits at least commensurate with those provided through GRA or GTA support.

Performance Expectations for Continuing Financial Support

To receive continuous support the student must:

- be in good academic standing in the Psychology PhD program.
- remain clear of all infractions outlined under Conditions for Termination of Financial Support.
- complete all mandatory annual training and abide by all rules and policies held by the University of Alabama, the UA College of Arts and Sciences, UA Environmental Health and Safety, and the Department of Psychology.
- adequately perform all duties assigned to them as a GTA/GRA in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.
- exhibit continuous research progress as directed by the research advisor and the student's thesis and dissertation committees.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria will be subject to termination of financial support pending Department of Psychology administrative review. Depending on the severity of the infraction or the extent of non-compliance, the Department Chair and Graduate Director - with input from the Graduate Committee - will recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

- *Dereliction of duty.* Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee (for teaching assistants) or the research advisor (for research assistants); or failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee (for teaching assistants) or by the research advisor (for research assistants) and the student's departmental memorandum of appointment.
- *Resolved findings of Academic Misconduct.* Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.
- *Loss of good academic standing.* Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing - with the non-passing grade exception noted below. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of C (in courses at any level) or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the Graduate Committee. This review will determine whether the student should continue to receive financial support and/or be dismissed from the program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered prior to the end of the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.
- *Insufficient continuous program progress.* The faculty area committee determines if a student is making adequate program progress

commensurate with their time in the program during required annual reviews. If the committee determines the student is not making adequate program progress, the student will be granted one probationary semester (i.e., academic semester or full summer term) with financial support to remedy productivity deficiencies, as assessed by the area faculty. Failure to meet minimum Departmental expectations by the end of the probationary semester may result in immediate termination of financial support at the discretion of the Graduate Director and Department Chair.

Department of Religious Studies

- Major
 - Religion in Culture, MA (p. 425)

Chair

- Steven Ramey

Graduate Director

- Vaia Touna

Undergraduate Director

- Richard Newton

Professors

- Michael Altman
- Steven L. Jacobs
- Russell T. McCutcheon
- Steven Ramey
- K. Merinda Simmons
- Theodore L. Trost

Associate Professors

- Daniel Levine
- Nathan Loewen
- Richard Newton
- Vaia Touna

Assistant Professors

- Edith Szanto
- Jeffrey Turner

Assistant Teaching Professor

- Hannah Jung

Administrative Secretary

- Andrea Shepherd

General prerequisites: Graduate standing and permission of both the director of graduate studies and the instructor. Graduate students enrolled in 500-level courses that are also offered at the 400 level are expected to perform extra work of an appropriate nature.

REL501 Social Theory and Religious Studies

Hours 3

This three credit hour graduate seminar introduces students to terms and ideas from social theory and their relevance to the academic study of religion. Throughout the course, students will apply theories to analyze examples relevant in Religious Studies, both ancient and modern. Each student will also select an important work in their chosen field of study in consultation with their advisor and analyze that work in depth in relation to the various issues discussed in the course.

Prerequisite(s): None, except admission to degree program

REL502 Public Humanities and Religious Studies

Hours 3

This graduate seminar introduces students to public humanities and digital humanities approaches to the study of religion. Students learn methods and tools for conducting digital research and explore ways to communicate theoretical and religious studies research to public audiences through digital media. Students are introduced to a number of digital tools for research, scholarly communication, and public engagement and will work to apply those tools to their individual research interests and goals.

Prerequisite(s): None, except admission to degree program

[View All Courses](#)

Religion in Culture, MA

Description

Taking the Department's motto seriously – studying religion *in* culture – this MA degree explores cross-disciplinary social theory and applies it to the study of religion, seeing each site studied as a test case in identity formation. Unlike other graduate programs in the study of religion, the MA in Religion in Culture at The University of Alabama presses beyond mere description and cross-cultural comparison, instead using social theory to understand the effects that narratives, practices, classification systems, and institutional structures have on social groups and their members. The degree program maintains this approach with a combination of analytic tools and digital skills, training students to use innovative technologies so as to communicate their findings effectively to wide audiences.

Two Key Foundations

The premise of the degree is that the work taking place in our field has wide relevance. **Critical analysis** and **innovative communication skills in the public humanities** are therefore both cornerstones of this MA. While all students will carry out their own independent research and gain co-writing experience with their supervisor, courses will require them to produce original article-length research papers and to create substantive digital presentations. These emphases begin in the first semester of the program, with two Foundations courses: one in social theory and the other in public humanities. In consultation with their supervisor, their culminating thesis project will emphasize one or the other of these two modes of scholarly communication – allowing students to tailor the thesis to suit their own interests and career plans.

Supervision

Supervisors are assigned by the graduate committee during a student's first semester typically, based on the **statement of purpose** and discussions, both in seminars and informal conversations. The statement of purpose is vital as the primary means by which the graduate committee determines whether there is sufficient overlap of faculty

expertise with incoming students' interests and needs. (The assignment of a supervisor is open to revision, at the discretion of the graduate director, should student interests change.) Faculty supervisors assist students in navigating the degree program, advising courses based on student interests, and mentoring the completion of a culminating thesis project.

Degree Structure

The **36 credit hour** graduate degree (2 years of course work, including the final thesis) focuses on providing students with two critical foundations: (i) becoming conversant in contemporary social theory and applying it to their area of interest in the study of religion and (ii) developing competencies in the tools of the public, digital humanities. In their first semester students will be not only reading widely in social theory (and applying it to an historical, regional, or ethnographic example of their choice) but also gaining familiarity with a wide variety of digital tools (from video and audio recording and editing, to making web pages and working with "big data") that will assist them in sharing their research. Students are also encouraged in their second semester to take a course examining the history of the study of religion in order to think critically about the application and relevance of those foundational elements in the field of religious studies.

Accelerated Masters Program (AMP)

Qualified undergraduates during their junior year can apply for the Accelerated Masters Program. If accepted, during their senior year they will take 4 MA courses that will count towards their BA Religious Studies major and MA Religion in Culture degree. After their senior year, they will need to complete 24 additional credit hours in the MA program to complete the graduate degree.

Relevance of the Degree

The program is designed not only for students hoping to pursue doctoral work but also for those aiming to use these skills in any number of other professions – places where the analytic skills gained from working in social theory are enhanced by their communication skills and digital expertise. Rigorous coursework and original research with the mentorship of faculty prepares students for prestigious PhD programs; meanwhile, experience applying digital platforms to those research interests equips students with sought-after skills that can be applied to a number of careers.

Non-credit Colloquium

A required, non-credit **Graduate Colloquium** meets twice each semester and exposes students to a range of professional issues relevant to higher education today. The kinds of topics covered include, but are not limited to: teaching, C.V. preparation, applying for future graduate study, and career opportunities outside academia.

Internships

Although not required, the degree's aim to help prepare a wide variety of students for futures beyond their M.A. means that the Department encourages its graduate students to consider participating in an internship at some point in their degree. The Department has already established relationships with a variety of on- and off-campus groups which are eager to work with our graduate students, and our students earn course credit in REL 565. Whether students hope to apply to a Ph.D. or look for work in any number of other careers, the practical experience of putting their various skills to use during an internship will come in hand.

Funding

There are a limited number of **graduate teaching assistantships** (GTA) – full or partial – that are awarded annually on a competitive basis. Full GTA positions (i.e., 0.5 FTE) come with a full stipend and full tuition waiver (whether in- or out-of-state); partial GTA positions (e.g., 0.25 FTE) come with a half stipend and half tuition waiver.

Contact

For more information, contact Prof. Vaia Touna (vaia.touna@ua.edu), REL's graduate director.

Admissions

Students seeking an M.A. degree in the study of religion at The University of Alabama must first have earned an undergraduate degree in either the academic study of religion or related field and demonstrate how their areas of interest intersect with the program and Religious Studies faculty expertise.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- CV
- Statement of Purpose including the planned program of study
- Writing sample
- Three letters of recommendation.

Note: students who have graduated from UA's Religious Studies program – if overlapping with current faculty – do not need to submit letters of recommendation. Only one letter of recommendation is required of those students who have not majored in REL but who have taken courses with current faculty.

For full consideration of possible funding, applications to begin the program in the fall semester must be completed no later than **December 1**. Applications to begin in the spring semester are possible as well and must be submitted no later than **October 15**.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

It is expected that, in their first Fall semester, all graduate students will enroll in both REL 501 and REL 502 along with an additional graduate seminar. The aim of this first semester is to acquire skills (social theory + public humanities skills) while also beginning to explore, in those courses, the specific historical, regional, or ethnographic e.g. on which each student will focus during their culminating research project.

In all subsequent semesters (i.e., Fall and Spring), students will normally enroll in three courses (for 9 credit hours), so as to complete the degree in 2 academic years.

With permission of their supervisor and in consultation with the Graduate Director, some of these hours may be taken outside the Department, so that students can benefit from campus-wide resources (e.g., language training necessary for carrying out their research).

In their final Spring semester, students pursuing the formal thesis option will usually enroll in 6 hours of Thesis and 3 hours of the Capstone Seminar (a collaborative course dedicated to supporting their research by inviting feedback from a faculty member other than their supervisor as well as from all other students in their cohort). Students pursuing the non-thesis option will take the 3-hour Capstone Seminar, as well as six hours of electives relevant to their research.

Thesis Option**Hours****Required Courses**

1. Six hours of Foundation courses will be taken in the Fall semester of the 1st year:

REL 501	Social Theory Foundations	3
REL 502	Public Humanities Foundations	3

2. Nine hours of required courses will be taken in the Spring of the second year:

REL 590	Capstone Seminar	3
REL 599	Thesis Hours	6

Elective Courses¹ **21**

REL 503	Methods Digital Study of Rel	
REL 504	Special Topics	
REL 511	History of Religious Studies	
REL 512	Debates in Method and Theory	
REL 521	Self & Society	
REL 522	Power & Persuasion	
REL 523	Discourse & Practice	
REL 524	Past & Present	
REL 525	Identity & Place	
REL 560	Independent Study	
REL 561	Independent Study	
REL 565	Religion in Culture Applied	
REL 580	Academic Writing in REL	

Total Hours **36****Non-Thesis Option****Hours****Required Courses**

1. Six hours of Foundation courses will be taken in the Fall semester of the 1st year:

REL 501	Social Theory Foundations	3
REL 502	Public Humanities Foundations	3

2. Nine hours of required courses will be taken in the Spring of the second year:

REL 590	Capstone Seminar	3

Elective Courses¹ **27**

REL 503	Methods Digital Study of Rel	
REL 504	Special Topics	
REL 511	History of Religious Studies	
REL 560	Independent Study	
REL 565	Religion in Culture Applied	
REL 525	Identity & Place	
REL 522	Power & Persuasion	
REL 521	Self & Society	
REL 561	Independent Study	
REL 580	Academic Writing in REL	
REL 524	Past & Present	
REL 512	Debates in Method and Theory	
REL 523	Discourse & Practice	

Total Hours **36****Footnotes**

¹ In consultation with your supervisor, students will complete an additional twenty-one hours of graduate course work, including independent study courses and seminars in REL, plus graduate courses from other departments (in consultation with your supervisor and the Grad Director). For e.g., depending on the student's program of study, courses in foreign languages, taught through Modern Languages and Classics, and may be recommended. In addition, a required, non-credit Graduate Colloquium, led by the Graduate Director, meets monthly, to discuss a variety of professional issues in the study of religion in particular, or higher ed in general. REL faculty are invited as well.

Transfer Credit

Graduate-level credit earned at an accredited institution where a student was enrolled in the graduate school may be submitted for review for inclusion in the REL degree program.

Evaluation of credit for transfer will not be made until the student has enrolled in the graduate school of the University of Alabama. Courses that received a grade of less than a "B" will not be accepted for transfer of credit.

A student initiates at the Office of the Graduate School the request for transfer of graduate credit obtained at another institution. The student must also ensure that the Office of the Graduate School has an official transcript of the credit involved.

With the approval of the student's advisory committee and the Dean of the Graduate School, up to 12 hours of coursework for a graduate degree may be transferred from another institution. All credit toward the master's degree must have been earned during the six years immediately preceding the date on which the degree is awarded. Details about the Graduate School's policy on Transfer Credit is available in the Degree Requirements section (p. 15) of the Graduate Catalog.

Accelerated Master's Program (AMP)

Graduate School information on the Accelerated Master's Program.

Capstone Seminar Requirement

All students in the Spring semester of their final year will enroll in REL 590 Capstone Seminar as their culminating experience in the M.A. Religion in Culture program. This is required for students completing either Plan I or Plan II.

Internships

Students are not required to complete an internship. Any student who wishes to learn through an internship should discuss options for enrolling in REL 565 Religion in Culture Applied with their supervisor and the Graduate Director. The Graduate Director will set up each internship in consultation with the advisor and interested student.

Plan I – Thesis Process Requirements

In consultation with the Grad Director and supervisor (if applicable), a student can opt to complete a defended thesis as the culminating project (defined as a piece of original research that is potentially publishable as an academic article).

If pursuing the formal/official thesis option, certain deadlines must be met. By the end of the first semester, a student should know what kind of thesis they will pursue (see two options below), as well as its broad research topic.

All MA students who choose Plan I will complete 6 thesis hours in their second/culminating year of study. These hours will be completed under the supervision of a faculty advisor and will require a public defense at its completion.

If choosing Plan I, a student will have a choice between two thesis options: a traditional written thesis or a digital project. In both cases, you will form a committee to direct the development of the project and formally defend both the proposal and the work upon completion. The faculty advisor will oversee the process and offer feedback and guidance along the way.

- Traditional Thesis: This will culminate in an article-length (25-35 pages) project of original, substantive research that can be submitted for peer review publication.
- Digital Project: This will culminate in a substantive, research-based digital project that relies upon social theory and digital skills gained across the degree program.

Plan II – Non-Thesis Process Requirements

In consultation with the Grad Director and supervisor, a student can opt to pursue either of the following non-thesis options. 1) the comprehensive exam route, which can entail a set of exams in the last semester or, 2) participation in the already required REL 590 Capstone Seminar – this later route is recommended, as it can still result in an original seminar paper that you present to faculty and students. If choosing the comprehensive exam route, the student should declare that choice by the end of the second semester. Failure to declare by the end of the second semester will default to the culminating experience in the Capstone Graduate Seminar.

Time Limit for Degree Completion Requirements

The Department of Religious Studies normally expects completion of the degree program within two years. However, for multiple reasons, students may take longer to complete their degree. For more details on the general policies of the Graduate School, consult the Degree Requirements section (p. 15) of the Graduate Catalog.

Academic Misconduct Information

The Department of Religious Studies expects its graduate students to interact with each other, their professors and the REL staff, and undergraduate students in a professional and courteous manner. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically-related matter, exercise, or activity: cheating, plagiarism, fabrication of information, misrepresentation, and abetting any of the above. For more information on academic misconduct, consult the Misconduct section (p. 7) of the Graduate Catalog.

Withdrawals and Leaves of Absence Information

Any student considering a leave of absence or withdrawing from the program is encouraged to consult their supervisor and the Graduate Director. For more information about processes in the Graduate School,

consult the Withdrawals and Leaves of Absence section (p. 244) of the Graduate Catalog.

Academic Grievances Information

Students with a concern about a course or a grade (or similar dispute) should consult the appropriate faculty in the following ascending order. First, the instructor of the course, then the student's supervisor, then the Graduate Director, and finally the Department Chair. Details about the academic grievance process in the Graduate School is available in the Grievance Information section (p. 255) of the Graduate Catalog.

Grades and Academic Standing

The requirements to maintain academic standing are available in the Grades and Academic Standing section (p. 28) of the Graduate Catalog.

Graduate School Deadlines Information

Student deadlines as set by the Graduate School are available in the Student Deadlines section of the Graduate Catalog.

Application for Graduation Information

Each candidate for a master's degree must apply for graduation (through myBama) no later than the registration period for the semester or the first session of the summer term in which requirements for the degree are to be completed. Consult details in the Degree Requirements section (p. 15) of the Graduate Catalog.

Funding for Students

The department of Religious Studies puts significant effort into securing funding for graduate students. The Graduate Committee in the department makes decisions about merit-based funding for graduate students and nominations for university-wide fellowships for each academic year. Typically, a funding offer is for one year, with GTA and GRA positions for the subsequent years determined in the preceding spring.

Decisions within the committee are merit-based, reflecting the application materials for first year students and current performance of returning students.

Offers of funding can be revoked based on performance not meeting expectations. Failure to make academic progress towards the degree and failure to complete assigned duties in an acceptable time frame (for GTA and GRA positions) are grounds for revocation of funding. Faculty may bring any concerns to the Graduate Director, who will meet with the student as appropriate to address the concerns and to make a plan for resolving the concerns, including a time frame for reevaluation.

If academic progress or the timely completion of duties are not resolved in a timely fashion, the Graduate Director, in consultation with the Graduate Committee, concerned faculty, and the department chair, will make a decision about revocation of continued funding. A student receiving a notice of revoked funding may appeal the decision of the Graduate Committee to the chair.

In extreme cases where the actions or inaction of the GTA / GRA is detrimental to student learning and / or the functioning of the department, the Graduate Committee may revoke funding immediately and without warning. Students facing an immediate revocation may appeal the Graduate Committee decision to the chair.

Department of Theatre and Dance

- Major
 - Dance, MFA (p. 429)
 - Theatre, MFA (p. 432)

Chair

- Dominic M. Yeager

Associate Chair of Dance

- Sarah M. Barry

Associate Chair of Theatre

- F. Randy deCelle

Professors

- Stacy Alley
- Sarah M. Barry
- Allison Hetzel
- Seth Panitch
- Rebecca Salzer
- Rita Snyder

Associate professors

- F. Randy deCelle
- Qianping Guo
- Dr. Luvada Harrison
- Dr. William A. Martin
- Matthew Reynolds
- Kelley Schoger
- Dominic M. Yeager

Assistant professors

- Lindsay Benton
- Matthew Davis
- Dr. Misha Hadar
- Dr. Fenella Kennedy
- Lyndell T. McDonald
- JaMorris Rivers
- Soledad Sanchez
- Matthew Stratton

Clinical assistant professors

- Henry Lewers
- Hassan Syed
- Tiffany Yeager

Instructors

- LaBorn Brown
- Bryant Henderson-Shea
- Asterilla Monteiro
- Mary Roberts
- Rhea Speights

Graduate Program Directors

- Dance - Dr. Fenella Kennedy
- Theatre - F. Randy deCelle

Staff

- David Cordell
- Cindy Franks
- William Gantt
- Paul Oliver
- Selena Wiseman

Professors emeriti

- Dr. Steven D. Burch
- Cornelius Carter
- William Teague
- Dr. Edmond Williams

Prerequisites for 500- and 600-level courses: Graduate standing and permission of the instructor

A sampling of courses is shown below. Use link below to see a full list of courses from the department.

DN500 Performance Practicum I-A

Hours 1-3

This course will prepare students for practical application of technique and the creative process required for dance performance at the graduate level.

Prerequisite(s): Graduate standing in Dance (MFA) or Instructor consent.

DNCA630 Professional Issues in Dance

SP

Hours 3

This course is designed to help students prepare for positions in academic and professional settings. Students will create a personal website, write their resume/CV, articulate personal goals and career aspirations, practice interview skills, and examine resources for network building.

Prerequisite(s): Dance MFA student or permission of the instructor

Special Topics Course

TH551 Hist Of The Theatre I

Hours 3

Beginnings to the Restoration. Offered every fall semester.

TH600 Advanced Practicum I

SP

Hours 1-3

This course provides for participation in productions by graduate level students within Acting, Arts Management, Costume Design and Production, Design and Technical Production, Directing, Stage Management, or other areas.

Special Topics Course

[View All Courses](#)

Dance, MFA

The Master's of Fine Arts (MFA) degree in Dance at the University of Alabama will develop students' creative, performance, and scholarly work and prepare them for multiple professional destinations as dance artists, scholars, and teachers. The Dance (MFA) degree program will support the development of diverse skills in classical and contemporary dance techniques, dance pedagogy, historical perspectives and critical

theory, as well as technical and artistic integration of dance-specific technologies.

Admissions

An audition and interview is required for all MFA applicants. Acceptance into the Department of Theatre and Dance (MFA) program requires admission to the UA Graduate School as well as admission to the department. The audition will include movement classes to demonstrate technical and performance proficiency. Each prospective MFA student will be scheduled for a 20-30 minute individual interview with members of the faculty during the audition process. Applicants will open the interview with a brief presentation that highlights their interests in graduate work at UA and outlines possible areas of emphasis.

Statement of Purpose: Candidates will compose a two to three page, double-spaced artist/research statement explaining their interest in pursuing an MFA degree within the UA program. The essay should situate candidates within the field at the present time, gathering significant details of candidates' previous experiences, clarifying current involvement and interest in dance, discussing creative influences, sharing their studio practice and research process, and speculating about the candidates' future intentions within the field. Reviewers are interested in getting to know something about the candidates as dance professionals through this writing, but applicants should also demonstrate their ability to handle language with fluency.

Curriculum Vitae: This document should accurately reflect candidates' completed educational background and all of their professional and related experiences to date. The document should be thorough and comprehensive.

Work Samples: List Vimeo, YouTube or similar resources as hyperlinks in a Word or PDF attachment. These samples should demonstrate candidates' expertise and interests, such as excerpts of choreography, documentation of performances, samples of lighting plots, dance notation, or dance media projects. All materials must be accompanied by a clearly written legend identifying the contents, including title, order of materials, date and explicit identification of your contribution. Film clips may be edited or unedited and there is no time limit.

At least three letters of recommendation must be submitted. Letters should speak to candidates' artistic and academic strengths. At least two letters should be from someone at an academic institution (past or present) who can speak to these strengths, even if previous academic work was not in Dance.

Transcripts

Unofficial transcripts will be required to apply. Official transcripts from prior institutions will be required after admission/acceptance.

GRE scores are not required.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Over the course of three years, students will complete a minimum of 60 credit hours in a range of dance studies courses. Students are expected to complete their coursework on the Tuscaloosa campus where faculty may nurture and support their progress through the curriculum. Students will also complete and present a substantial MFA Capstone Project demonstrating a synthesis of craft, artistic vision, and conceptual rigor, as well as professional competence in their selected research area. The Capstone Project is based on creative work, a choreographic/creative

project usually presented in a concert, accompanied by a scholarly paper and an oral defense of the project and paper.

Code and Title		Hours
STUDIO/CREATIVE/PERFORMANCE		39
Credit Hours Subtotal:		39
Students will choose a minimum of 39 credits from the following options, 6 of which will include DN 540 and DN 541, and 3 of which will include DN 595 toward the Capstone project.		
DN 511	Contemporary Tech I-A	
DN 512	Contemporary Tech I-B	
DN 521	Graduate Ballet Technique I-A	
DN 522	Graduate Ballet Technique I-B	
DN 531	Graduate Movement Practice I	
DN 551	Graduate Jazz Technique I-A	
DN 552	Graduate Jazz Technique I-B	
DN 611	Contemporary Tech II-A	
DN 612	Contemporary Tech II-B	
DN 621	Graduate Ballet Technique II-A	
DN 622	Graduate Ballet Technique II-B	
DN 631	Graduate Movement Practice II	
DN 651	Graduate Jazz Technique II-A	
DN 652	Graduate Jazz Technique II-B	
DN 540	Improv and Comp I	
DN 541	Improv and Comp II	
DN 505	Graduate Teaching Practicum	
DN 535	Rhythm, Music and Dance	
DN 580	Independent Movement Study	
DN 640	Collaborative Practice	
DN 650	Creative Process in Dance I	
DN 655	Creative Process in Dance II	
DN 670	Dance in the Digital Age	
DN 680	Laban/Bartenieff Studies	
DN 500	Performance Practicum I-A	
DN 501	Performance Practicum I-B	
DN 600	Performance Practicum II-A	
DN 601	Performance Practicum II-B	
DN 602	Staging Repertoire	
DN 595	Capstone Creative Research	
ACADEMIC (15 credits) Students will choose a minimum of 15 credit hours from the following options, 3 of which will include DNCA 503 during the first year, 3 of which will include DNCA 570, 3 of which will include DNCA 660, and 3 of which will include DNCA 595 toward the Capstone project.		15
DNCA 503	Graduate Teaching Methods	
DNCA 565	Science of Dance Training	
DNCA 570	Research Methods in Dance	
DNCA 580	Independent Contextual Study	
DNCA 630	Professional Issues in Dance	
DNCA 660	Body Politics in Dance	
DNCA 595	Capstone Scholarly Research	
ELECTIVES (6 credits) Students will choose 6 credits of electives based on their research focus. Courses may be within the dance degree or without.		6

Transfer Credit

Subject to approval by the department chairperson and the dean of the Graduate School, a maximum of 15 semester hours of graduate work may be transferred from another institution. These hours must be in dance or in a closely allied subject, and they must contribute to the student's educational objective.

Graduate School information on Transfer Credit (p. 15).

Comprehensive Exam/Capstone

Students will follow the Plan II Program Requirements, as described by the Graduate School, to complete the degree. A final "culminating" or "capstone" experience for a degree is required of all University of Alabama candidates for the master's degree. In the culminating experience, students are expected to integrate prior learning and demonstrate mastery in their field of study. This will take form through the following three required components:

- A choreographic/creative project, presented at a public performance or exhibition
- A contextualizing process and research paper
- An oral defense of the project and paper

By the end of the third semester of the degree program, a written proposal for the Capstone project must be presented to the graduate dance faculty as part of the semester review. The faculty will evaluate the feasibility and innovation of the proposal as well as how the project will further the field of dance. Faculty can either approve the project as proposed or suggest revisions. Students will receive considered advice from faculty, however, the responsibility of articulating an idea and completing the proposed work in a fashion acceptable to the faculty rests with the student.

All students are required to take 3 credit hours of DN 595 Capstone Creative Research which focuses on the creative elements of the project. The course is centered around movement, rehearsal, and creative work building up to regular showings and faculty feedback toward the final creative product showing. Students are also required to take 3 credit hours of DNCA 595 Capstone Scholarly Research in which they will implement the research plan for their MFA Capstone Project focusing more on the scholarly research. The process may include research, reading, writing, interviews, viewings, and working with digital media. This course is designed for the implementation of the MFA Capstone Project research plan leading up to the final written document and oral defense. Students will take 1 credit each of DN 595 and DNCA 595 in their final three semesters of the program. The creative project should be presented at the end of the 5th semester or the beginning of the 6th semester. The final paper submission and oral defense will occur in the middle of the 6th semester. This process may shift dependent upon recommendations from the student's Capstone Committee.

The written project must be submitted to the committee at least two weeks before the oral defense date which should be scheduled no later than the first week of April. Students' projects and papers must be submitted to their committee Chair in appropriate digital formats. The most preferred format for the final paper is a Portable Document File (PDF). The most preferred format for the creative project is .mov file or a weblink to the work on Vimeo or in UABox. The contents of the files should be appropriately organized as if for publication. The Capstone committee will review student materials and progress throughout the process to ensure that the final product submitted is acceptable. The Capstone committee will determine the grade assignment for DN 595 and DNCA 595, as well as whether the student passes the oral defense

of their project and paper. The graduate advisor will store the work in a digital repository for Dance MFA Capstone Projects for Department archival purposes.

Timelines for Degree Completion Requirements

Graduate School Information on Time Limits (p. 15).

Student Progress Requirement

The Dance Program will hold reviews at the end of the 1st-4th semesters for each MFA candidate. Students in their final year are reviewed through the Capstone Project process. The review is designed to give graduate students an idea of their progress toward the successful completion of their degree program, identify strengths and weaknesses, document areas of professional and personal development, and evaluate assistantship duties (as applicable).

Faculty will provide numerical scores from 1 (unacceptable) to 4 (exceeds expectations) on academic progress, work ethic, professional development, and assistantship duties (as applicable), as well as provide narrative commentary to support the scores. For scores of 2 or 1 in any given area, a student may be placed on probation and a specific plan for improvements will be included to implement in the following semester. Should students not be able to implement the necessary improvements by their next review, continuing to earn a score of 2 or 1, they may be dismissed from the program.

Two weeks before their review, students must complete a self-assessment of their skills and progress in response to the Department Self-Reflection instructions to submit to the Graduate Director. Before the review meeting, the faculty will submit the completed assessment to the student with the scores and written comments, so the conversation can be more focused during the meeting. In addition to the verbal conversation, students may add additional comments to the written review before signing. Signed and completed reviews will be stored digitally by the Department for archival purposes.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leaves of Absence Information

Graduate School information on Withdrawals and Leaves of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.

Based on students' experience and expertise, select graduate candidates are eligible for assistantships which are applied toward tuition, course fees, and health insurance, and provide a stipend. Students may be

considered for a .25 assistantship, which covers half of the tuition, course fees, and insurance costs with a stipend and requires an average of 10 hours per week of work for the program, or a .5 assistantship, which covers full tuition, course fees, and insurance costs and provides a larger stipend while requiring an average of 20 hours per week of work for the program. Assistantship work is above and beyond a student's normal academic load and assignments for their degree program. MFA candidates on assistantship typically serve as TAs for professors, assist with program needs, or teach courses for undergraduate students based on their areas of expertise.

Graduates with funding are evaluated on a semesterly basis. Faculty will provide numerical scores from 1 (unacceptable) to 4 (exceeds expectations) on a review of students' performance of assistantship duties, as well as provide narrative commentary to support the scores. For scores of 2 or 1 in any given area, a student may be placed on probation and a specific plan for improvements will be included to implement in the following semester. Should students not be able to implement the necessary improvements by their next review, continuing to earn a score of 2 or 1, they may lose their funding. Please note that a loss in funding does not equal dismissal from the MFA program for students in good academic standing and who have not been found to have committed misconduct worthy of dismissal.

Theatre, MFA

The Master of Fine Arts degree in Theatre offers intensive training in six areas of study giving students the tools necessary to pursue a career in the entertainment industry. Programs typically only accept students in Fall Semesters.

Acting

The Acting Concentration is a rigorously structured sequence of study that provides the actor a solid base of technique and proficiency in an array of acting styles and methods.

Arts Management

The Arts Management Concentration offers a well-rounded education through coursework from the Department of Theatre and Dance, the Manderson Graduate School of Business, and the College of Communications and Information Sciences. There is also the opportunity to simultaneously pursue an MBA through the Manderson Graduate School of Business.

Note: The Arts Management concentration total enrollment is capped at six students.

Costume Design and Production

The Costume Design and Production Concentration includes general and advanced courses in costume design, history, construction, and crafts.

Design and Technical Production

The Design and Technical Production Concentration includes study in Lighting Design, Scenic Design, Sound Design, Technical Direction, and associated areas. Students are exposed to all areas within coursework throughout their time in the program. Students' realized production work can be centered around a particular area or they can have opportunities in multiple areas.

Directing

The Directing Concentration is an intense three-year program with a dual focus on production and preparation for academia. It is geared towards nascent directors who have already mastered the basics of theatre directing and helmed a few productions (of any size or budget, including very small).

Note: The Directing program typically accepts only one new MFA candidate per year.

Stage Management

The Stage Management Concentration is a production-oriented, three-year intensive that focuses on providing a diversity of management experience to candidates as well as ongoing mentorship and teaching opportunities in an academic environment.

Note: The Stage Management program typically accepts only one new MFA candidate per year.

Admissions

The Theatre MFA degree requires specialization and admission to one of the following areas of study: acting, arts management, costume design and production, design and technical production, directing, or stage management. Admission to the MFA degree program in theatre requires satisfaction of all admission requirements as described in the Admission Criteria section of this catalog. Admission is awarded based upon a portfolio review, interview, and acceptance into The University of Alabama Graduate School for specialization in arts management, costume design and production, design and technical production, directing, and stage management. Admission is awarded based upon audition, interview, and acceptance into The University of Alabama Graduate School for the acting specialization.

The MFA program is normally a three-year program. Students who hold the MA degree in theatre upon admission to the program may expect a shortened course of study, dependent upon faculty evaluation of the previous work. Students seeking such a shortened program must apply to have previous work evaluated. Normally, a two-year minimum residency is required for students with shortened programs. Courses related to Theatre in other Departments may be considered within the 45 required credit hours upon approval of the Area Head within a specialization and the involved Department.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Should deficiencies in the student's undergraduate program be perceived, appropriate undergraduate courses will be required. While these undergraduate courses may not be counted toward the graduate degree, they may be taken in addition to the maximum allowable number of graduate hours.

All students must follow Plan II (non-thesis) and complete a **minimum of 60 credit hours** of graduate coursework for the degree. The MFA program has a required core curriculum and the individual program Concentrations have both required and elective coursework.

Continuation in the MFA degree program is contingent upon recommendation by the theatre faculty, following an annual review of the student's academic and production work. Students may be placed on probation following the review; students placed on probation have one semester in which to reestablish good academic standing. Under no

circumstances will a student be permitted to continue in the program on probation for more than one semester.

Program Core		Hours
History, Theory, and Criticism Requirements		6
TH 530	Hy Costume For Stage	
TH 543	Script Analysis Interpnt	
TH 551	Hist Of The Theatre I **	
TH 552	Hist Of The Theatre II **	
TH 554	Seminar Contemp Theatr	
TH 555	Seminar Th Hy: Classic	
TH 558	American Feminist Theatre	
TH 621	History of Stage Design	
TH 662	Hist of Directing and SM	

Other courses may be considered as approved by the student's Area Concentration Head.

**May be required based on evaluation of student's undergraduate program.

Additional Requirements		9
TH 600	Advanced Practicum I (1st Semester)	
TH 600	Advanced Practicum I (2nd Semester)	
TH 601	Advanced Practicum II (3rd Semester)	
TH 601	Advanced Practicum II (4th Semester)	
TH 603	Advanced Practicum III (5th Semester)	
TH 603	Advanced Practicum III (6th Semester)	
TH 695	Capstone Experience in Theatre	

TH 600, TH 601, and TH 603 must be taken twice.

Total Hours 15

Acting Concentration Requirements

The following are in addition to the Required Program Core of 15 Credit Hours.

Acting Concentration		Hours
Select 45 hours from the following		
TH 540	Stage Movemnt Phys Acting	3
TH 541	Advanced Scene Study	3
TH 542	Careers In Prof Theatre	3
TH 543	Script Analysis Interpnt *	3
TH 544	Period Acting Styles I	3
TH 545	Period Acting Styles II	3
TH 546	Adv Voice Speech Perform	3
TH 547	Stage Dialects	3
TH 548	Rehearsal Process	3
TH 554	Seminar Contemp Theatr *	3
TH 555	Seminar Th Hy: Classic *	3
TH 558	American Feminist Theatre *	3
TH 570	Arts Management	3
TH 575	The Singing Voice	2
TH 576	Intermediate Group Voice	2
TH 582	Playwriting I Seminar	3
TH 602	Internship	1-3
TH 640	Prob Stage Move Phys Act	3
TH 641	Alexander Technique	3

TH 642	Teaching Acting	3
TH 649	Probs Th Arts: Perform	3
TH 690	Independent Study	3
*If not taken in Program Core		

Arts Management Concentration Requirements

These are in addition to the Required Program Core of 15 Credit Hours.

Arts Management Concentration		Hours
Select 45 hours from the following		
TH 570	Arts Management	3
TH 602	Internship	6
TH 643	Teaching Practicum	3
TH 670	Fundraising and Development	3
TH 671	Leadership in the Arts	3
TH 672	Venue and Event Management	3
TH 673	Financial Management	3
TH 674	Public Policy In Arts	3
TH 675	Business Legal Issues In Arts	3
TH 676	Marketing The Arts	3
TH 678	Board Relations and Planning	3
TH 679	Probs Th Arts: Managmt	3
TH 690	Independent Study	3
APR 582	APR Management	3
MGT 517	Leadership & Ethics	3
MGT 582	New Venture Development	3
MGT 586	Small Business Consulting	3
MKT 510	Prod Design Marketing Strategy	3
MKT 518	Mkting Mgmt & Decision Making	3

Costume Design and Production Concentration Requirements

The following are in addition to the Required Program Core of 15 Credit Hours.

Costume Design and Production Concentration		Hours
Required courses in concentration (18 hours)		
CTD 548	History Of Costumes	3
TH 531	Costume Construction I	3
TH 532	Draping & Drafting	3
TH 533	Basics of Costume Design	3
TH 537	Drawing for Stage Designs *	3
TH 635	Projects in Costume Design *	3
Credit Hours Subtotal:		18
Elective courses in concentration (select 27 hours or more)		27 minimum
CTD 546	Cult Dynam Apparel Text	3
TH 515	Properties Construction	3
TH 521	Period Decor	3
TH 525	Scene Painting	3
TH 528	Drawing and Rendering	3
TH 535	Presentation for Designers	3
TH 536	Fabric Modification *	3

TH 538	Probs Th Arts: Crafts *	3
TH 570	Arts Management	3
TH 615	Lighting Technology	3
TH 621	History of Stage Design **	3
TH 622	Scene Design I	3
TH 628	Prob Th Arts: Design *	1-3
TH 631	Cost Constr for Dance	3
TH 632	Costume Construction II *	3
TH 633	Advanced Draping & Drafting *	3
TH 634	Costume Design for Music	3
TH 636	Costume Design through the Age	3
TH 637	Period Costume Construction *	3
TH 638	Advanced Tailoring Techniques	3
TH 639	Prob Th Art: Costuming *	1-3
TH 643	Teaching Practicum	1-3
TH 658	Probs Th Arts: Technology	3
TH 690	Independent Study	1-6
TH 698	Research Not Related to Thesis	3

*May be taken twice for Degree Credit

**If not taken in Program Core

Design and Technical Production Concentration Requirements

The following are in addition to the Required Program Core of 15 Credit Hours.

Design and Technical Production Concentration Hours

Required Courses in Concentration (18 Hours):

Should deficiencies in the student's undergraduate program be perceived, appropriate graduate or undergraduate courses will be required.		
TH 520	Technical Direction	3
TH 525	Scene Painting *	3
TH 526	Sound Prod Tech Th Dn	3
TH 527	Computer Drafting For Theatre *	3
TH 615	Lighting Technology	3
TH 622	Scene Design I *	3

Credit Hours Subtotal: 18

Elective courses in concentration (select 27 hours or more)

TH 515	Properties Construction	3
TH 516	Rigging Fundamentals	3
TH 519	Electricity and Electronics	3
TH 525	Scene Painting *	3
TH 521	Period Decor	3
TH 527	Computer Drafting For Theatre *	3
TH 523	Drafting For Theatre	3
TH 528	Drawing and Rendering *	3
TH 530	Hy Costume For Stage **	3
TH 531	Costume Construction I	3
TH 533	Basics of Costume Design	3
TH 535	Presentation for Designers	3
TH 536	Fabric Modification	3
TH 537	Drawing for Stage Designs *	3

TH 543	Script Analysis Interprtn **	3
TH 570	Arts Management	3
TH 602	Internship *	3
TH 606	Stage Management I	3
TH 616	Lighting Design	3
TH 617	Projection Design	3
TH 618	Lighting Design III	1-3
TH 620	Structural Design for Theatre	3
TH 621	History of Stage Design **	3
TH 622	Scene Design I *	3
TH 623	Scene Design II *	3
TH 628	Prob Th Arts: Design *	3
TH 643	Teaching Practicum *	3
TH 644	Advanced Teaching Practicum *	1 to 3
TH 658	Probs Th Arts: Technology *	3
TH 672	Venue and Event Management	3
TH 690	Independent Study *	3
TH 698	Research Not Related to Thesis *	3

*May be taken twice for Degree Credit

**If not taken in Program Core

Other courses may be considered for electives as approved by the Area Concentration Head.

Directing Concentration Requirements

The following are in addition to the Required Program Core of 15 Credit Hours.

Directing Concentration Hours

Select 45 hours from the following

TH 521	Period Decor	3
TH 526	Sound Prod Tech Th Dn	3
TH 543	Script Analysis Interprtn *	3
TH 554	Seminar Contemp Theatr *	3
TH 555	Seminar Th Hy: Classic *	3
TH 558	American Feminist Theatre *	3
TH 561	Advanced Directing	3
TH 570	Arts Management	3
TH 582	Playwriting I Seminar	3
TH 585	Collaborative Theatre Pract	1 to 3
TH 602	Internship	1-10
TH 616	Lighting Design	3
TH 621	History of Stage Design *	3
TH 622	Scene Design I	3
TH 642	Teaching Acting	3
TH 643	Teaching Practicum	1-3
TH 662	Hist of Directing and SM *	3
TH 663	Graduate Directing Studio I	3
TH 664	Graduate Directing Studio II	3
TH 669	Probs Th Arts: Directg	3
TH 672	Venue and Event Management	3
TH 690	Independent Study	3
TH 698	Research Not Related to Thesis	3

*If not taken in Program Core

Stage Management Concentration Requirements

The following are in addition to the Required Program Core of 15 Credit Hours.

Stage Management Concentration		Hours
Select 45 hours from the following		
TH 521	Period Decor	3
TH 526	Sound Prod Tech Th Dn	3
TH 527	Computer Drafting For Theatre	3
TH 533	Basics of Costume Design	3
TH 537	Drawing for Stage Designs	3
TH 554	Seminar Contemp Theatr *	3
TH 555	Seminar Th Hy: Classic *	3
TH 558	American Feminist Theatre *	3
TH 570	Arts Management	3
TH 582	Playwriting I Seminar	3
TH 602	Internship	1-10
TH 606	Stage Management I	3
TH 615	Lighting Technology	3
TH 620	Structural Design for Theatre	3
TH 621	History of Stage Design *	3
TH 622	Scene Design I	3
TH 634	Costume Design for Music	3
TH 642	Teaching Acting	3
TH 643	Teaching Practicum	1-3
TH 672	Venue and Event Management	3
TH 690	Independent Study	3
TH 698	Research Not Related to Thesis	3
*If not taken in Program Core		

The program typically accepts one new MFA candidate in stage management a year.

Additional Curricular Information

The following information applies to all MFA Concentrations.

Transfer Credit

Subject to approval by the department chairperson and the dean of the Graduate School, in specified programs, a maximum of 15 credit hours of graduate work may be transferred from another institution. These hours must be in theatre or in a closely allied subject, and they must contribute to the student's educational objective.

Graduate School information on Transfer Credit (p. 15).

Comprehensive Exam/Capstone (Plan II - Non-Thesis Process Requirements)

MFA Theatre students follow the Plan II program requirements, as described by the Graduate School, to complete their degree. For the Department of Theatre and Dance, a requirement for this degree plan is that a student must complete a culminating or capstone experience. The Capstone Experience is one in which students are expected to integrate prior learning and demonstrate mastery of their field of study. At a minimum, this will typically take the form of one or more of the following:

- A research paper, a policy and practice paper, or equivalent experience
- A public performance or exhibition along with a contextualizing paper
- A practicum or internship

Every Capstone submittal must include a significant writing component. The specific topic of a student's individual Capstone will be chosen by the beginning of their final year in the program. Each student's Capstone work must be an individual project rather than a group project. While it is understood that students often work together on particular productions, the nature and choice of an individual student's Capstone must be such that their work can be individualized and reviewed as a distinct piece of work so that their grade is reflective of the work they have done, rather than the work of a group. In some cases, the actual development of the project or documentation of the Capstone may occur over multiple semesters, depending on the concentration and the direction of the Area Head.

Work on a student's capstone will be performed under the TH 695 Capstone Experience in Theatre course. Each student will receive an individual grade within that course that not only reflects what they have submitted but also reflects their demonstration of their overall mastery of their field of study. Each student's submission must be complete and submitted to their Area Head by the last day of Final Exams in their last semester. Any submittal past that date will be penalized according to the discretion of their Area head.

Each student's submittal must be in the form of a single digital file of an appropriate digital format. The most preferred format would be a Portable Document File (PDF). Files from particular software products such as Microsoft Word will not be accepted. The contents of the file should be appropriately organized as if for publication. This file will be submitted as directed by the student's individual Area Head. It is advised that the student have their Area Head review their materials and progress throughout the process to ensure that the final product the student will be submitting is acceptable.

The Area Head will thoroughly review what the student has submitted before making any determination of a grade assignment. With the grade assignment, the Area Head will provide the student with a digital copy of the formal review of their submittal. The Area Head will then take the student's submittal and their formal review to save within the digital repository for MFA Theatre Capstone Projects so that they can be held for archival purposes.

Capstone Projects are evaluated with scores of 1 (unacceptable) to 4 (exemplary) on the following competencies:

- Competency 1: Mastery of fundamental technical skills and methods
- Competency 2: Mastery of specialized skills appropriate to area/ Capstone Project
- Competency 3: Well-articulated conceptual framework for the project
- Competency 4: Demonstrated fulfillment of project in alignment with the project proposal or planning
- Competency 5: Demonstrated problem-solving abilities and creative, critical thought processes
- Competency 6: Clarity of supporting materials that provide explanation of the project
- Competency 7: Critical assessment of the work and the creative process
- Competency 8: Clear description of the development of skills or acquisition of new skills related to the production of the project
- Competency 9: Professionalism throughout the process

Students must receive a score of 3 or higher on competencies 1 and 2, on at least 2 competencies within 3-6, and on at least 2 competencies within 7-9 to successfully pass their Capstone Experience.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

The Concentration areas will hold reviews at the end of the 1st-4th semesters for each MFA candidate. Students in their final year are reviewed through the Capstone Project process. The review is designed to give graduate students an idea of their progress towards the successful completion of their degree program, identify strengths and weaknesses, document areas of professional and personal development, and evaluate assistantship duties (as applicable). Faculty will provide numerical scores from 1 (unacceptable) to 4 (exceeds expectations) on academic progress, work ethic, professional development, and assistantship duties (as applicable), as well as provide narrative commentary to support the scores. For scores of 2 or 1 in any given area, a student may be placed on probation and a specific plan for improvements will be included to implement in the following semester. Should students not be able to implement the necessary improvements by their next review, continuing to earn a score of 2 or 1, they may be dismissed from the program. Two weeks before their review students must complete a self-assessment of their skills and progress in response to the Department Self-Reflection instructions to submit to their Area advisor. Before the review meeting, the faculty will submit the completed assessment to the student with the scores and written comments, so the conversation can be more focused during the meeting. In addition to the verbal conversation, students may add additional comments to the written review before signing. Signed and completed reviews will be stored digitally by the Department for archival purposes.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on the Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Based on experience, expertise, and through the interview/audition process, select graduate candidates are eligible for a 0.5 FTE

assistantship which covers tuition, course fees, health insurance, and provides a monthly stipend.

Students on 0.5 FTE assistantship are required to work an average of 20 hours per week for the program. Assistantship work is separate from a student's normal academic load and assignments for their degree program. MFA candidates on assistantship serve as teaching assistants for professors, assist with program needs, work in production shops, or teach courses for undergraduate students based on their area of expertise, experience, and assessment of readiness.

Graduate students are evaluated each semester for their academic performance and, when applicable, for the fulfillment of their assistantship responsibilities. In situations where a student is evaluated as not meeting the requirements of the assistantship, students will be put on probation. Should students not be able to address concerns presented in their review by their next review, they may be removed from their assistantship.

Note that a loss of assistantship does not equal dismissal from the MFA program for students in good academic standing and meeting all the requirements for continuing their studies with the university.

Manderson Graduate School of Business

The Manderson Graduate School of Business is the graduate division of the Culverhouse College of Business. The mission of the College is to foster an inclusive community, committed to personal engagement and dedicated to shaping the future of business through excellence in teaching, research, and service. Manderson offers several Master's and Ph.D. degree programs. Master's degrees may serve as terminal professional degrees; that is, they are designed primarily for people who plan for professional careers in business, government, or nonprofit organizations. They may also function as preparatory programs for the pursuit of doctoral level education. The Ph.D. programs prepare graduates for careers as university level professors or as professional researchers. The Ph.D. requires an extensive, in-depth investigation of a subject area in their major field of study, culminating in the completion of a doctoral dissertation.

The Manderson Graduate School of Business features MBA and EMBA degree programs, along with ten (10) Specialized Master's and seven (7) Ph.D. degree programs (see navigation below). All programs are accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

Graduate Certificate Programs

- Business Cyber Security (p. 462)
- Data Analytics (p. 463)
- Digital/Social Media Marketing (p. 476)
- Information Systems Solutions (p. 463)
- Supply Chain Analytics (p. 469)

Specialized Master's Programs

- Master of Accountancy (p. 445)
- Master of Science in Applied Statistics (p. 458)
- Master of Science in Business Analytics (p. 461)
- Master of the Arts in Economics (p. 454)
- Master of Science in Finance (p. 450)
- Master of Arts in Management (p. 470)

- Master of Science in Marketing (p. 477)
- Master of Science in Operations Management (p. 466)
- Master of Science in Management Information Systems (p. 464)
- Master of Tax Accounting (p. 449)

Doctor of Philosophy (Ph.D.) Programs

- Accounting (p. 447)
- Applied Statistics (p. 459)
- Economics (p. 455)
- Finance (p. 452)
- Management (p. 473)
- Marketing (p. 478)
- Operations Management (p. 468)

Departments and Programs

Business Administration, MBA (p. 437)

Executive Masters of Business Administration, EMBA (p. 443)

Culverhouse School of Accountancy (p. 445)

Department of Economics, Finance, and Legal Studies (p. 450)

Department of Information Systems, Statistics and Management Science (p. 457)

Department of Management (p. 470)

Department of Marketing (p. 476)

Business Administration, MBA

Program Overview

The objective of the Manderson MBA program at The University of Alabama is to prepare high-achieving, high-potential students for successful business careers in a globally competitive environment. The MBA program has a commitment to providing a high value-added experience within a diverse and collaborative learning environment.

The academic curriculum emphasizes fundamental business concepts, knowledge, and skills through an interdisciplinary perspective. Case studies, projects, teamwork, and technology contribute to a dynamic applied learning environment. Co-curricular involvement is an integral component of the MBA program experience. In addition to satisfactory completion of the academic curriculum, MBA students must participate in co-curricular opportunities to satisfy degree requirements and graduate from the program. Multiple co-curricular opportunities and activities, which are aligned with professional development competencies, will be provided each academic term. Progress toward the completion of the co-curricular requirement will be tracked throughout the duration of the program.

MBA Program Formats

The Manderson MBA Program is offered in a variety of formats. The Traditional MBA is a full-time, two-year program that requires a focused area of study and is entered after the completion of an undergraduate degree. The STEM and CREATE Paths to the MBA are five-year programs integrated with quantitative and creative undergraduate disciplines, respectively, at The University of Alabama. The STEM and CREATE MBA programs also require a focused area of study. Students on one of these paths must graduate with their undergraduate degree before starting their "full-time" MBA year.

Traditional MBA

The Traditional MBA program begins in the fall semester. Students must be enrolled for four consecutive Fall and Spring semesters that span over the two-year program. During the intervening summer, students are expected to be involved in meaningful internships to further enhance their professional experiences. Students take a prescribed program of courses and cross-discipline work that blends the analytical tools of management and the functional areas of business into a general management perspective. Topics include accounting, economics, finance, management, marketing, operations, strategy, communications, information systems, and statistics. In addition, each student pursues elective courses leading to a mandatory focused area of study. Teaching methods combine cases, lecture-discussion, and projects. Small class sizes allow faculty members to use a variety of techniques for enhanced learning.

STEM Path to the MBA

The STEM Path to the MBA is a five-year program designed for entering University of Alabama freshmen majoring in a STEM (science, technology, engineering, or mathematics) area. This program integrates business honors courses with the STEM undergraduate degree and culminates in the MBA program. Students will apply to the MBA program during their undergraduate studies as advised. Upon acceptance to the MBA program, students in the STEM MBA program begin the MBA by taking online courses in the summer semester after the completion of their junior year of their undergraduate major. Students will complete another summer semester of online MBA courses after finishing their STEM undergraduate degree. Upon earning and graduating with their undergraduate degree (mandatory), students are then allowed to enter the full-year portion of the MBA program (in-person) to complete their MBA degree. During the two summertime periods, students are expected to be involved in meaningful internships to further enhance their professional experiences.

During each semester of their four years of undergraduate study, students enroll in a 1.5 credit-hour Business Honors course. These honors courses focus on communication and leadership skills. Students work in teams on community projects to develop both an appreciation for and a basic understanding of the importance of management skills in science and technology careers and to create an opportunity to interact with other STEM/CREATE students, as well as with executives from technology companies and MBA faculty members.

The Business Honors courses are taught by a faculty member who is assigned to the cohort in the freshman year and works with them through their senior year. This provides continuity of contact and allows the faculty mentor to track the students through the program.

During the sophomore, junior, and senior years, STEM discipline students can expect to be off campus and involved in internships, cooperative-learning experiences, and other online learning activities. The Business Honors courses include extensive use of digital technology: streaming video of presentations from guest speakers, teleconferencing for student presentations and class meetings, and the use of course management software that allows off-campus students to remain engaged and participate in coursework.

CREATE Path to the MBA

The CREATE Path to the MBA is a five-year program that targets students majoring in one of the various creative disciplines, including, but not limited to: art, music, fine arts, literature, fashion retailing, advertising, apparel and textiles, interior design, modern languages and classics, theater, and dance. This program integrates business

honors courses with the CREATE undergraduate degree and culminates in the MBA program. Students will apply to the MBA program during their undergraduate studies as advised. Upon acceptance to the MBA program, students in the CREATE MBA program begin the MBA by taking online courses in the summer semester after the completion of their junior year of their undergraduate major. Students will complete another summer semester of online MBA courses after finishing their CREATE undergraduate degree. Upon earning and graduating with their undergraduate degree (mandatory), students are then allowed to enter the full-year portion of the MBA program (in-person) to complete their MBA degree. During the two summertime periods, students are expected to be involved in meaningful internships to further enhance their professional experiences.

During each semester of their four years of undergraduate study, students enroll in a 1.5 credit-hour Business Honors course. These honors courses focus on communication and leadership skills. Students work in teams on community projects to develop both an appreciation for and a basic understanding of the importance of management skills in science and technology careers and to create an opportunity to interact with other STEM/CREATE students, as well as with executives from technology companies and MBA faculty members.

The Business Honors courses are taught by a faculty member who is assigned to the cohort in the freshman year and works with them through their senior year. This provides continuity of contact and allows the faculty mentor to track the students through the program.

The program is centered around innovative solutions to real-world problems and runs parallel to its sister program, the STEM Path to the MBA. Using nontraditional classroom methods and experiential learning opportunities, students on the CREATE Path to the MBA have the opportunity to grow both academically deep into their chosen major and functionally broad across different areas like communication, leadership, and professionalism. An added benefit from running parallel to the STEM Path to the MBA is that CREATE MBA students will gain exposure to the technical backgrounds of their peers, further diversifying their frame of reference for problem-solving.

Dual Degrees

JD/MBA Joint Degree Program in Law and Business

The University of Alabama School of Law and the Manderson Graduate School of Business offer students, who are interested in combined business and legal career opportunities, a law and MBA curriculum culminating in the awarding of the juris doctor (JD) and MBA degrees within four years. Admission is required into both programs. Further information about the joint JD/MBA Program may be obtained by contacting the director of the MBA Program and/or the Law School admissions office as well as by visiting the respective websites.

MBA Dual Degrees in Engineering

The Manderson Graduate School of Business and the College of Engineering offer students from an engineering background an opportunity to receive both their MBA and Master of Science in engineering (Civil or Mechanical) within two calendar years. Prospective students must be admitted to both programs before being allowed to pursue the dual curriculum. Further information about the dual MBA/ENG programs may be obtained by contacting the director of the MBA Program and/or the Engineering admissions office as well as by visiting the respective websites.

MBA/MFA Dual Degree

The Manderson Graduate School of Business and the College of Arts and Sciences offer students an opportunity to receive both their MBA and their Master of Fine Arts (Theater Management) within four years. Prospective students must be admitted to both programs before being allowed to pursue the dual curriculum. Further information about the dual MBA/MFA program may be obtained by contacting the director of the MBA Program and/or the Theater Management office as well as by visiting the respective websites.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission, an application must include:

- Resume
- Statement of Purpose
- Transcript
- Three (3) Letters of Recommendation
- Applicant Interview
- Test Scores
 - GMAT (old version), GMAT (new version); or GRE required
 - GMAT/GRE exam waivers possible; waiver requests evaluated on a case-by-case basis
 - A TOEFL score of at least 100 or an IELTS score of at least 7.0, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Language test score (see admissions criteria link below)
 - Please note the MBA program does not accept a Duolingo English Test score.

See the Admission Criteria section of this catalog for more information.

Admission Deadlines and Information

TRADITIONAL Full-Time MBA

- October 15: 1st round deadline
- January 5: 2nd round deadline
- February 15: 3rd round deadline
- April 15: 4th round deadline (only offered if space remains in the class)
- May 30: 5th round deadline (only offered if space remains in the class)

STEM/CREATE Path to MBA

- Application Deadline: November 15th
- Term Start: Applicants in the Path program only: Select "summer" term for the year you plan to start (summer after Junior year).
- To qualify for the Path MBA option, students must have a minimum 3.0 cumulative GPA and be on track to complete 91 credits by the end of spring for their planned Junior year and enrolled in the STEM/CREATE Path Undergraduate program from your Freshman year at the University of Alabama. *Please contact the STEM/CREATE Path to the MBA Director for more information.*
- Participation in the program as a Freshman through Junior year does not guarantee acceptance to the MBS portion of the STEM/CREATE Path program. **Moreover, students must earn and graduate with their undergraduate degree before entering their full-time year in the MBA program.**

Co-Curricular Requirements

Manderson's co-curricular requirement is based on a comprehensive approach to providing students with the skills, experiences, and resources needed to be successful beyond the classroom and graduate school. The premise is to aid students in developing new strategies and skills to enhance business acumen and professionalism.

The goals are closely tied and consistent with the Manderson Standard, with an emphasis on experiential learning, and include the following main competencies:

- Emotional Intelligence
- Global and Cultural Engagement
- Communication Development
- Career Management

Prior to the start of the MBA program, students will learn about co-curricular attendance and participation requirements on both a per term and program basis.

Curricular Requirements

The Traditional MBA program requires the completion of 57 credit hours and offers nine (9) focused areas of study: Business Analytics, Cyber Security, Finance, Financial Risk/Engineering (FERM), Information Systems, Marketing, Real Estate, Strategic Management, and Supply Chain & Operations Management (SCOM). The Traditional MBA program has 36 credit hours of Core Requirements, 12 credit hours related to a focused area of study (FAS), and 9 credit hours of business electives.

The STEM/CREATE MBA program requires the completion of 51 credit hours and also offers nine (9) focused areas of study: Business Analytics, Cyber Security, Finance, Financial Risk/Engineering (FERM), Information Systems, Marketing, Real Estate, Strategic Management, and Supply Chain & Operations Management (SCOM). The STEM/CREATE MBA program has 39 credit hours of Core Requirements. The remaining 12 credit hours are related to a focused area of study (FAS).

The Core Requirements are listed below followed by the Focused Areas of Study (FAS) for the Traditional and STEM/CREATE MBA programs.

Traditional & STEM/CREATE - Core Requirements		Hours
AC 506	Concepts Financial Managrl Acc	3
EC 500	Managerial Economics	3
FI 504	Financial Management for MBA	3
GBA 525	Business Policy	3
IBA 550	Global Business	3
MGT 517	Leadership & Ethics	3
MGT 542	Management Communication	3
MIS 511	Management Information Systems	3
MKT 518	Mkting Mgmt & Decision Making	3
OM 506	Business Spreadsheet Analytics (OM 500 for STEM/CREATE)	3
OM 516	Operations Management	3
ST 509	Stat For Business Appl (ST 560 for STEM/CREATE)	3
GBA 571	STEM Business Honors VII (STEM/CREATE ONLY)	1.5
GBA 572	STEM Business Honors VIII (STEM/CREATE ONLY)	1.5
MBA Traditional Required Hours		57
36 MBA Core Hrs, 12 FAS Hrs, and 9 Elective Course Hrs		

MBA STEM/CREATE Core Required Hours

51

39 MBA Core Hrs and 12 FAS Hrs

Traditional MBA Focused Areas of Study (FAS)

For all FAS listings, required FAS core courses (if any) are listed first, followed by elective course options (if any).

- Graduate Certificates are embedded within the Cyber Security, Information Systems, Marketing, and Supply Chain & Operations Management focused areas of study. *Contact your MBA Student Services academic advisor for more information on Graduate Certificate Programs (GCP).*
- Consult with the designated FAS faculty or graduate advisor before FAS course selections.

Business Analytics

Business Analytics Traditional		Hours
FAS Required Courses		
BAN 500	Bus Intelligence & Data Visual	3
BAN 501	Predictive Model with Bus Appl	3
MIS 501	App Dev Data-Driven Org	3
Business Analytics Electives (choose 1 course from the list below)		3
ST 540	Stat Prog & Comp with R	
ST 547	Data Vis and Analytics in R	
Graduate Business Electives (choose 3)		9
Graduate Business Electives- any course within the College of Business offered at the 500-level. Courses outside the CoB must be approved by graduate director		
MBA Core Requirements		36
Total Hours		57

Cyber Security

Cyber Security Traditional		Hours
FAS Required Courses: Choose 4 courses from the list below		12
MIS 505	Enterprise Network & Security ¹	
MIS 561	Applied Cyber Security ¹	
MIS 563	Behavioral Cyber Security ¹	
MIS 564	Org. Security Management ¹	
MIS 566	Intro Cybercrime & Digital For	
Graduate Business Electives (choose 3)		9
Graduate Business Electives- any course within the College of Business offered at the 500-level. Courses outside the CoB must be approved by graduate director		
MBA Core Requirements		36
Total Hours		57

Footnotes

¹ Along with MIS 511, Business Cyber Security GCP (p. 462) requirements are satisfied.

For information on GCP application requirements and eligibility, contact your MBA academic advisor.

Finance

Finance Traditional		Hours
FAS Required Courses: Choose 4 courses from the list below		12
FI 505	Corporate Valuation	
FI 506	Mergers & Acquisitions	
FI 510	Financial Management	
FI 512	Money And Capital Mkts	
FI 514	Investments	
FI 515	Quantitative Investment Analys	
FI 522	Bank Administration	
FI 534	Seminar In Real Estate	
FI 535	Real Estate Invest & Developmnt	
FI 597	Special Topics: Finance	
Graduate Business Electives (choose 3)		9
Graduate Business Electives- any course within the College of Business offered at the 500-level. Courses outside the CoB must be approved by the graduate director		
MBA Core Requirements		36
Total Hours		57

Financial Engineering & Risk Management

Financial ENG & Risk (FERM) Traditional		Hours
FAS Required Courses		
FI 419	Financial Derivatives	3
FI 515	Quantitative Investment Analys	3
FI 519	Financial Engineering	3
FI 520	Financial Risk Management	3
Graduate Business Electives (choose 3)		9
Graduate Business Electives- any course within the College of Business offered at the 500-level. Courses outside the CoB must be approved by the graduate director		
MBA Core Requirements		36
Total Hours		57

Information Systems

Information Systems (IS) Traditional		Hours
FAS Required Courses		
MIS 520	Systems Analysis And Design ²	3
MIS 521	Enterprise App Development ²	3
MIS 525	Informatn Systems Project Mgt ²	3
Information Systems Electives (Choose 1 course from the list below)		3
MIS 541	Business Analytic Support Sys	
MIS 560	Enterprise Integration Methods	
Graduate Business Electives (choose 3)		9
Graduate Business Electives- any course within the College of Business offered at the 500-level. Courses outside the CoB must be approved by the graduate director		
MBA Core Requirements		36
Total Hours		57

Footnotes

² Along with MIS 511, I (p. 462) nformation Systems Solutions GCP (p. 463) requirements are satisfied.

For information on GCP application requirements and eligibility, contact your MBA academic advisor.

Real Estate

Real Estate Traditional		Hours
FAS Required Courses		
FI 534	Seminar In Real Estate	3
FI 535	Real Estate Invest & Developmnt	3
FI 597	Special Topics: Finance (Choose 1 FI 597 course from the list below)	3
FI 597	Special Topics: Finance (Real Estate Financing)	
FI 597	Special Topics: Finance (Real Estate Management)	
FI 597	Special Topics: Finance (Real Estate Appraisal)	
Real Estate Electives (choose 1 from the list below)		3
EC 597	Special Topics In Economics (Urban Economics)	
FI 522	Bank Administration	
MKT 537	Personal Selling	
LGS 407	Real & Personal Property	
CE 563	Construction Cost Estimating	
CE 567	Constr. Accounting & Finance	
LAW 601	Property ^a	
LAW 679	Real Property Security ^a	
LAW 694	Land Use Planning ^a	
LAW 766	Real Estate Development ^a	
Graduate Business Electives (choose 3)		9
Graduate Business Electives- any course within the College of Business offered at the 500-level. Courses outside the CoB must be approved by the graduate director		
MBA Core Requirements		36
Total Hours		57

Footnotes

^a LAW courses require override approval from the Law School, contact the MBA Student Services director for assistance with course registration

Strategic Management

Strategic Management Traditional		Hours
FAS Required Courses		
MGT 526	Strategic Analytics	3
MGT 552	Project Mgmt & Consulting	3
MGT 556	Data Visualization	3
MGT 597	Special Topics (Data Visualization and Tableau)	3
Graduate Business Electives (choose 3)		9
Graduate Business Electives- any course within the College of Business offered at the 500-level. Courses outside the CoB must be approved by the graduate director		
MBA Core Requirements		36
Total Hours		57

Supply Chain & Operations Management

Supply Chain & Operations Management (SCOM) Traditional		Hours
FAS Required Courses		
OM 517	Supply Chain Modeling & Analysis ³	3
OM 525	Effective Quality Management	3
SCOM Required (choose 1 course from the list below)		3
OM 522	Operations Scheduling Problems	
OM 523	Inventory Management	
SCOM Electives (choose 1 course from the list below)		3
OM 522	Operations Scheduling Problems	
OM 523	Inventory Management	
OM 524	Mfg Sched & Control Systems	
OM 527	Purchasing and Sourcing ³	
OM 540	Systems Simulation	
MGT 526	Strategic Analytics	
MKT 530	Advanced Marketing Analysis	
Graduate Business Electives (choose 3)		9
Graduate Business Electives- any course within the College of Business offered at the 500-level. Courses outside the CoB must be approved by the graduate director		
MBA Core Requirements		36
Total Hours		57

Footnotes

³ Along with OM 506 and ST 509, Supply Chain Analytics GCP (p. 469) requirements are satisfied.
For information on GCP application requirements and eligibility, contact your MBA academic advisor.

Marketing

Marketing Traditional		Hours
FAS Required Courses		
MKT 530	Advanced Marketing Analysis	3
Marketing Electives (choose 3 from the list below)		9
MKT 537	Personal Selling	
MKT 538	Sales Management	
MKT 539	Customer Relationship Mgt	
MKT 540	Intro to Digital/Social Media ⁴	
MKT 542	Digital/Social Media Analytics ⁴	
MKT 543	Adv Digital and Social Media ⁴	
MKT 596	Capstone Project	
MKT 597	Special Topics In Marketing	
Graduate Business Electives		9
Graduate Business Electives- any course within the College of Business offered at the 500-level. Courses outside the CoB must be approved by the graduate director.		
MBA Core Requirements		36
Total Hours		57

Footnotes

⁴ Along with MKT 518, Digital/Social Media GCP (p. 476) requirements are satisfied.
For information on GCP application requirements and eligibility, contact your MBA academic advisor.

STEM/CREATE MBA Curriculum Path

STEM/CREATE MBA Curriculum Path:

- Summer 1 (online, OLM): MGT 517*, OM 500*, ST 560*
- Undergrad Senior Year: GBA 571*, GBA 572*. **Both GBA 571 & 572 must be completed before beginning the MBA program full-time**
- Summer 2 (online, OLM): AC 506*, EC 500*, IBA 550*
- Grad Fall: FI 504*, MKT 518*, OM 516*, FAS courses (x2). **Must have earned or graduated with undergraduate degree before taking courses listed here.**
- Grad Spring: GBA 525*, MGT 542*, MIS 511*, FAS courses (x2). **Must have earned or graduated with undergraduate degree before taking courses listed here.**

* Indicates a core course requirement

STEM/CREATE Focused Areas of Study (FAS)

For all FAS listings, FAS core courses (if any) are listed first, followed by elective course options.

- Graduate Certificates are embedded within the Cyber Security, Information Systems, Marketing, and Supply Chain & Operations Management focused areas of study. *Contact your MBA Student Services academic advisor for more information on Graduate Certificate Programs (GCP).*
- Consult with the designated FAS faculty or graduate advisor before FAS course selections.

Business Analytics

Business Analytics STEM/CREATE		Hours
FAS Required Courses		
BAN 500	Bus Intelligence & Data Visual	3
BAN 501	Predictive Model with Bus Appl	3
MIS 501	App Dev Data-Driven Org	3
Business Analytics Electives (choose 1 from the list below)		3
ST 540	Stat Prog & Comp with R	
ST 547	Data Vis and Analytics in R	
MBA Core Requirements		39
Total Hours		51

Cyber Security

Cyber Security STEM/CREATE		Hours
FAS Required Courses (choose 4 courses from the list below)		
MIS 505	Enterprise Network & Security ¹	3
MIS 561	Applied Cyber Security ¹	3
MIS 563	Behavioral Cyber Security ¹	3
MIS 564	Org. Security Management ¹	3
MIS 566	Intro Cybercrime & Digital For	3
MBA Core Requirements		39
Total Hours		54

Footnotes

¹ Along with MIS 511, Business Cyber Security GCP (p. 462) requirements are satisfied.

For information on GCP application requirements and eligibility, contact your MBA academic advisor.

Finance

Finance STEM/CREATE		Hours
FAS Required Courses (choose 4 from the list below)		12
FI 505	Corporate Valuation	
FI 506	Mergers & Acquisitions	
FI 510	Financial Management	
FI 512	Money And Capital Mkts	
FI 514	Investments	
FI 515	Quantitative Investment Analys	
FI 522	Bank Administration	
FI 534	Seminar In Real Estate	
FI 535	Real Estate Invest & Developmnt	
FI 597	Special Topics: Finance	
MBA Core Requirements		39
Total Hours		51

Financial Engineering

Financial Engineering & Risk (FERM) STEM/CREATE		Hours
FAS Required Courses		
FI 515	Quantitative Investment Analys	3
FI 519	Financial Engineering	3
FI 520	Financial Risk Management	3
FERM Electives (choose 1 course from the list below)		3
FI 506	Mergers & Acquisitions	
FI 512	Money And Capital Mkts	
FI 522	Bank Administration	
FI 572	Financial Econometrics	
FI 597	Special Topics: Finance	
MBA Core Requirements		39
Total Hours		51

Information Systems

Information Systems (IS) STEM/CREATE		Hours
FAS Required Courses		
MIS 520	Systems Analysis And Design ²	3
MIS 521	Enterprise App Development ²	3
MIS 525	Informatn Systems Project Mgt ²	3
Information Systems Electives (choose 1 course from the list below)		3
MIS 541	Business Analytic Support Sys	
MIS 560	Enterprise Integration Methods	
MBA Core Requirements		39
Total Hours		51

Footnotes

² Along with MIS 511, I (p. 462) Information Systems Solutions GCP (p. 463) requirements are satisfied.

For information on GCP application requirements and eligibility, contact your MBA academic advisor.

Real Estate

Real Estate STEM/CREATE		Hours
FAS Required Courses		
FI 534	Seminar In Real Estate	3
FI 535	Real Estate Invest & Developmnt	3
FI 597	Special Topics: Finance	3
Real Estate Electives (choose 1 course from the list below)		3
FI 522	Bank Administration	
FI 597	Special Topics: Finance (Real Estate Financing)	
FI 597	Special Topics: Finance (Real Estate Appraisal)	
FI 597	Special Topics: Finance (Real Estate Management)	
EC 597	Special Topics In Economics (Urban Econ)	
MGT 523	Effective Negotiations	
MKT 537	Personal Selling	
LGS 407	Real & Personal Property	
CE 563	Construction Cost Estimating	
CE 567	Constr. Accounting & Finance	
LAW 601	Property ^a	
LAW 679	Real Property Security ^a	
LAW 694	Land Use Planning ^a	
LAW 766	Real Estate Development ^a	
MBA Core Requirements		39
Total Hours		51

Footnotes

^a LAW courses require override approval from the Law School, contact the STEM/CREATE MBA advisor for assistance with course registration

Strategic Management

Strategic Management STEM/CREATE		Hours
FAS Required Courses		
MGT 526	Strategic Analytics	3
MGT 552	Project Mgmt & Consulting	3
MGT 556	Data Visualization	3
Strategic Electives (choose 1 course from the list below)		3
MGT 520	Change Management	
MGT 537	Strategic HR Management	
MGT 556	Data Visualization	
MGT 582	New Venture Development	
MGT 597	Special Topics	
IBA 560	Adv. Import/Export Strategy	
MBA Core Requirements		39
Total Hours		51

Supply Chain & Operations Management

Supply Chain & Operations Management (SCOM) STEM/CREATE		Hours
FAS Required Course		
OM 517	Supply Chain Modeling & Analys ³	3

FAS Required Courses (choose 1 course from the list below)	3
OM 522 Operations Scheduling Problems	
OM 523 Inventory Management	
SCOM Electives (choose 2 courses from the list below)	6
OM 522 Operations Scheduling Problems	
OM 523 Inventory Management	
OM 524 Mfg Sched & Control Systems	
OM 525 Effective Quality Management	
OM 527 Purchasing and Sourcing ³	
OM 540 Systems Simulation	
MGT 526 Strategic Analytics	
MKT 530 Advanced Marketing Analysis	
MBA Core Requirements	39
Total Hours	51

Footnotes

³ Along with OM 506 and ST 509, Supply Chain Analytics GCP (p. 469) requirements are satisfied.
For information on GCP application requirements and eligibility, contact your MBA academic advisor.

Marketing

Marketing STEM/CREATE	Hours
FAS Required Courses	
MKT 530 Advanced Marketing Analysis	3
Marketing Electives (choose 3 from the list below)	9
MKT 537 Personal Selling	
MKT 538 Sales Management	
MKT 539 Customer Relationship Mgt	
MKT 540 Intro to Digital/Social Media ⁴	
MKT 542 Digital/Social Media Analytics ⁴	
MKT 543 Adv Digital and Social Media ⁴	
MKT 596 Capstone Project	
MKT 597 Special Topics In Marketing	
MBA Core Requirements	39
Total Hours	51

Footnotes

⁴ Along with MKT 518, Digital/Social Media GCP (p. 476) requirements are satisfied.
For information on GCP application requirements and eligibility, contact your MBA academic advisor.

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Executive Masters of Business Administration, EMBA**Executive MBA (EMBA) Weekend Program**

The Manderson Graduate School of Business offers an Executive MBA program that brings together successful managers, professionals, and executives across a broad spectrum of industries and job positions to earn an MBA degree. Weekend class sessions allow students to pursue their MBA degree without sacrificing current employment. This program requires a total of 48 credit hours of coursework in a lock-step, cohort-based experience. The 17-month program is delivered through a hybrid-instruction model. Students meet in-person one weekend each month (on Friday and Saturday) on the Tuscaloosa campus. In support of the monthly in-person sessions, additional course content and instruction is provided to students, typically in an online, asynchronous manner. The program is based in Tuscaloosa and generally enrolls in the spring. The program includes a mandatory global business trip/experience.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission, an application must include:

- Resume
- Applicant Interview
- Completed Statement of Purpose
- GMAT or GRE exam is typically no longer required for EMBA applicants who meet specific criteria established. To qualify for this exemption, an applicant must have strong work experience (at least five years) and an undergraduate GPA of 3.0 or better OR have already earned another master's degree. *Please contact the EMBA office for additional information on this policy.*
- Test score requirements for applicants with a GPA below a 3.0 are a GMAT (old version) score of at least 500, a GMAT (new version) score of at least 485, a GRE of at least 300, or a score in the 50th percentile on the Executive Assessment.
- Minimum of five years of professional work experience

- Active support by your current employer
- An undergraduate degree from an accredited institution with a solid grade point average (prefer 3.0 GPA or better)
- 2 Letters of Recommendation. One letter must be from your supervisor; the second letter may be from another person within your company or a client. Please contact the EMBA office for more guidance on information to include in a letter of recommendation.
- A TOEFL score of at least 79 or an IELTS score of at least 6.5 for non-native English speakers who are required to submit an English Language Test score (see admissions criteria link below).
 - Please note that this program does not accept a Duolingo or PTE Test score.

A student who does not meet all requirements, but excels in other areas, may be admitted with Permission to Continue on a case-by-case basis.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Our team-intensive EMBA curriculum provides a thorough education in business skills, theories, and practices with focused areas of study in financials, strategy, global initiatives, and leadership. Our boardroom approach to learning leverages case studies, simulations, open debate, discussion, and in-depth projects and presentations. This teaches our professional students to make decisions amid uncertainty, conflicting data, complex policies, and intense time and fiscal pressures. The curriculum consists of 16 courses, each with 3 credit hours, for a total of 48 credit hours in the program.

Students work in study teams while in the program, and coursework is a mixture of individual and team assignments. Cases, projects, simulations, presentations, and written assignments are typical class assignments. Teams generally choose to meet each week (in-person or online). Blackboard, an online course management tool, allows students to interact with classmates and instructors and serves as an online data repository for course materials.

Executive MBA Curriculum		Hours
Spring Term I Courses		
AC 501	Basic Acctg Managrl Finan Cont	3
MGT 542	Management Communication	3
OM 506	Business Spreadsheet Analytics	3
ST 509	Stat For Business Appl	3
Summer Term II Courses		
FI 504	Financial Management for MBA	3
MGT 517	Leadership & Ethics	3
MKT 518	Mkting Mgmt & Decision Making	3
OM 516	Operations Management	3
Fall Term III Courses		
EC 500	Managerial Economics	3
MIS 511	Management Information Systems	3
Elective: FAS Course #1		3
Elective: FAS Course #2		3
Spring Term IV Courses		
GBA 525	Business Policy	3
IBA 550	Global Business	3
Elective: FAS Course #3		3

Elective: FAS Course #4	3

Total Hours	48

Focused Areas of Study (FAS)

The EMBA program offers focused areas of study (FAS) in Business Analytics, Supply Chain & Operations Management (SCOM), Marketing (Digital & Social Media-DSM), Strategic Leadership, & Entrepreneurship. All FAS courses are delivered online.

FAS: Business Analytics		Hours
ST 521	Statistical Data Management (Term 3-Fall)	3
ST 531	Data Mining I (Term 3-Fall)	3
ST 522	Adv Statistical Data Mgt (Term 4-Spring)	3
ST 532	Advanced Data Mining (Term 4-Spring)	3
Credit Hours Subtotal:		12

FAS: Supply Chain & Ops Mgmt		Hours
OM 523	Inventory Management (Term 3-Fall)	3
OM 517	Supply Chain Modeling & Analys (Term 4-Spring)	3
OM 527	Purchasing and Sourcing (Term 4-Spring)	3
Elective Course- Supply Chain and Ops Management (Term 3-Fall)		3
Credit Hours Subtotal:		12

Contact the EMBA academic advisor for course elective approval

FAS: Marketing-Digital/Social Media		Hours
MKT 540	Intro to Digital/Social Media (Term 3-Fall)	3
MKT 542	Digital/Social Media Analytics (Term 4-Spring)	3
MKT 543	Adv Digital and Social Media (Term 4-Spring)	3
Elective Course- Marketing (Term 3-Fall)		3
Credit Hours Subtotal:		12

FAS: Entrepreneurship		Hours
MGT 523	Effective Negotiations (Term 3-Fall)	3
MGT 582	New Venture Development (Term 3-Fall)	3
MGT 597	Special Topics (Foundations of ENT (Term 4-Spring))	3
MGT 597	Special Topics (Building Blocks of ENT (Term 4-Spring))	3
Credit Hours Subtotal:		12

FAS: Strategic Leadership		Hours
MGT 523	Effective Negotiations (Term 3-Fall)	3
MGT 597	Special Topics (Decision Intelligence: Term 3-Fall)	3
MGT 556	Data Visualization (Term 4-Spring)	3
MGT 597	Special Topics (Architecting A Nimble Org: Term 4-Spring)	3
Credit Hours Subtotal:		12

FAS: Custom (from available online courses)		Hours
Elective Course- FAS Custom: Term 3-Fall		3
Elective Course- FAS Custom: Term 3-Fall		3
Elective Course- FAS Custom: Term 4-Spring		3
Elective Course- FAS Custom: Term 4-Spring		3
Credit Hours Subtotal:		12

Contact the EMBA academic advisor for course(s) approval.

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Culverhouse School of Accountancy

- Majors
 - Accounting, MMA (p. 445)
 - Tax Accounting, MTA (p. 449)
 - Accounting, PhD (p. 447)

Department Chair

- Dr. Richard Houston

Director of MAcc Program

- Dr. Troy Pollard

Director of MTA Program

- Professor Karen Miller

Director of Ph.D. Program

- Dr. Gary Taylor

The courses below are offered by the Manderson Graduate School of Business. Courses offered by other divisions of the University that business students are either required to take or permitted to elect are listed under the appropriate department in this catalog or in the undergraduate catalog. Prerequisites for any course may be waived if the student has equivalent knowledge or if the student passes an examination on the required prerequisites.

AC501 Basic Acctg Managrl Finan Cont

Hours 3

Study of the fundamentals of financial accounting. Attention is given to the interpretation and uses of information contained in financial statements.

AC502 Acctng Management Decisions

Hours 3

Study of the fundamentals of managerial accounting. Attention is given to the use of accounting by business managers.

Prerequisite(s): AC 501

[View All Courses](#)

Accounting, MMA

The Master of Accountancy degree program is a fifth-year professional program designed for students whose primary career interests are accounting and assurance services. The program prepares students for professional careers in the fields by focusing on the development of research, cognitive thinking, interpersonal and communication skills.

In conjunction with the prerequisite undergraduate accounting coursework, the Master of Accountancy program provides graduates with the accounting courses required to sit for the CPA exam. The program provides graduates with the necessary development of key skills and attributes to facilitate their growth as accounting professionals.

Admissions Requirements

Regular admission and "Permission to Continue" admission decisions are made based upon all application materials: academic transcripts, statement of purpose, resume, letters of recommendation, GMAT score, work experience, etc.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- Official Transcript
- Statement of Purpose
- 3 Letters of Recommendation (at least one of which should be from an accounting professor)
- GMAT score of 500* (old version) or GMAT (new version) score of 485*
- TOEFL score of at least 79, or an IELTS score of at least 6.5, a Duolingo score of at least 110, or a PTE score of 59 for non-native English speakers who are required to submit an English Language Test score (see admissions criteria link below).

Admission with Permission to Continue: Students who do not meet the GMAT score requirement, but who excel in other areas may be considered for "Admission with Permission to Continue".

***GMAT Waiver Policy: Applicants who meet any of the following criteria qualify to have the GMAT requirement waived (applicants that do not meet any of the criteria may apply for a waiver which will be considered on a case-by-case basis):**

- Applicants with an Accounting GPA of 3.25 or above in a minimum of 15 upper-division credit hours.
- Applicants with a graduate degree.
- Applicants who have passed the Certified Public Accountant (CPA) exam.

- Applicants with five years of management experience that includes significant budgetary and leadership responsibility and a 3.0 (or better) upper-division undergraduate GPA from an accredited university.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Before admission to the program, students should have completed the following accounting courses or their equivalents. *Applicants should contact the program coordinator for questions regarding equivalent course requirements.*

With the approval of the program director, applicants who have not completed certain prerequisite courses prior to admission may have the option to complete the prerequisite requirements during the summer term prior to the start of graduate-level coursework.

Required Undergraduate Courses		Hours
AC 310	Inter Financial Accounting I	3
AC 311	Inter Financial Accounting II	3
AC 361	Cost Analysis Planning/Control	3
AC 371	Introduction To Taxation	3
AC 389	Accounting Information Systems	3
AC 432	Intro Audit and Assurance Svcs	3
AC 456	Govt & Nonprofit Accounting	3
AC 471	Taxation - Transactions & Orgs	3
Total Hours		24

Traditional MAcc program, students are required to complete a minimum of 21 hours of accounting courses. With approval by the coordinator of the program, students can take 9 hours of electives from 500-level courses that will help prepare them for their desired career path. The program consists of 30 hours of coursework.

Required Accounting Courses		Hours
AC 512	Adv Financial Reporting/Analys	3
AC 523	Business Valuatn Perform Measm	3
AC 532	Current Issues in Auditing	3
AC 534	Fraud & Ethics Risk Management	3
AC 547	Data Analytics for Accounting	3
AC 561	Accounting Business Management	3
AC 589	Systems Analysis & Control	3
Credit Hours Subtotal:		21
Elective Hours		9

Students can choose from the Approved Accounting Electives list below, or by contacting the Accounting Coordinator for approval to take any 500-level course.

Total Hours	30

Approved Accounting Electives

Choose 3 courses from the list below		Hours
AC 554	Professional Certification	
AC 548	Financial Statement Analysis	
AC 556	Governmental Nonprofit Account (*)	
AC 597	Special Topics In Accounting	
COM 561	Human Communication Theory	

CSM 525	Conflict Resolution Workplace
CSM 527	Emotional Intelligence
CSM 528	Processes of Negotiation
CSM 549	Professional Social Networking
CSM 558	Spreadsheets in Fin. Decisions
EC 500	Managerial Economics
EC 597	Special Topics In Economics
FI 504	Financial Management for MBA
FI 505	Corporate Valuation
FI 506	Mergers & Acquisitions
FI 514	Investments
FI 515	Quantitative Investment Analys
FI 534	Seminar In Real Estate
FI 535	Real Estate Invest & Developmnt
FI 597	Special Topics: Finance
GBA 515	Effective Negotiations
IBA 550	Global Business
IBA 555	Global Market Management
IBA 560	Adv. Import/Export Strategy
MGT 517	Leadership & Ethics
MGT 520	Change Management
MGT 522	Leadership Communication
MGT 537	Strategic HR Management
MGT 542	Management Communication
MGT 552	Project Mgmt & Consulting
MGT 582	New Venture Development
MIS 597	Spec Top Mgt Info Systems
MKT 510	Prod Design Marketing Strategy
MKT 540	Intro to Digital/Social Media
MKT 543	Adv Digital and Social Media
MIS 563	Behavioral Cyber Security
OM 500	MGT Science & Spreadsheet Mod
ST 521	Statistical Data Management
ST 522	Adv Statistical Data Mgt
AHE 603	College & University Teaching
KIN 555	Sport Finance
HSM 551	Sport Properties Venue Mgt
HSM 561	Mktg. Sales & PR in Sport

Accounting Electives **9**

(*) Required of students who did not complete a UG accounting course in Gov't and Nonprofit Accounting

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program (AMP)

The AMP program allows qualified undergraduate students to begin taking graduate courses during their senior year of undergraduate study.

Further information on the Accelerated Master's Program (p. 7).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing.

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Many students in the program receive funding, and funding possibilities include scholarships, assistantships, and fellowships. Please contact the program director for more information.

Accounting, Ph.D.

The PhD Program in Accounting is a research-intensive program that provides excellent preparation for a career in academics. The four-year program is designed to provide the tools needed for long-term success as an accounting scholar in all areas, including research, teaching, and service.

The Culverhouse School of Accountancy's faculty supports students interested in archival/empirical and behavioral/experimental research in auditing, financial accounting, and tax. We seek to admit, train, and graduate students who have initiative, enthusiasm, and a desire to become scholars at major academic institutions.

Admissions Requirements

Admission recommendations are made by the PhD program committee after considering the applicant background, admission test scores, grade point averages (GPAs), statement of purpose, letters of reference, fulfillment of prerequisites, and an on-campus interview. The GMAT is preferred, but students may choose to take either the GMAT or the GRE.

- Application Fee
- Resume
- 3 Letters of Recommendation
- GRE score with a quantitative score ≥ 162 , a verbal score ≥ 160 , and an analytical writing score ≥ 4.5 , GMAT score ≥ 660 (old version), or GMAT (new version) score ≥ 615 .

- TOEFL score of at least 100, an IELTS score of at least 7.0, or a PTE score of at least 68 for non-native English speakers who are required to submit an English Language test score (see admissions criteria link below)

- Please note that this program does not accept a Duolingo Test score.

An applicant who is accepted for admission to the Culverhouse School of Accountancy PhD Program will be admitted as a regular full-time in-residence PhD student. The Culverhouse School of Accountancy PhD Program has no other category of admissions.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Ph.D. Program in Accounting involves two years of rigorous coursework. In addition to Accounting seminars, students take courses in Statistics and Economics. Depending on their research focus, students often will take additional electives in other departments such as Psychology or Finance.

Required Courses:		Hours
AC 610	Intro Accounting Res I	3
AC 620	Acctg Research Sem I	3
AC 630	Archival Acctg Research	3
AC 640	Experimental Acctg Research	3
AC 650	Directed Research	3
AC 691	Research Practicum I	3
AC 692	Research Practicum II	3
EC 600 or	Advanced Mathematical Economic (Preferred over EC 570)	3
EC 570	Mathematical Economics	3
EC 610	Seminar In Microeconomic Theor	3
ST 554	Math Statistics I	3
Approved Elective Courses:		15
BER 558	Psychometric Theory	
EC 660	Game Theory	
EC 670	Econometrics	
EC 671	Seminar : Econometrics	
FI 514	Investments	
MKT 597	Special Topics In Marketing	
ST 521	Statistical Data Management	
ST 522	Adv Statistical Data Mgt	
ST 531	Data Mining I	
ST 532	Advanced Data Mining	
ST 552	Applied Regression Analy	
ST 553	Appld Multivariate Analy	
ST 560	Statistical Methods	
PY 603	Advanced Statistics II	
PY 650	Cognition and Learning	
PY 670	Perception And Action	
PY 693	Seminar:Adv General Py	

Courses not listed above require permission from faculty advisor.

Dissertation Research Hours (AC 699 - with advisor approval, distributed appropriately throughout the program) 24

Total Hours 69

Transfer Credit Policy

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Early in the graduate program, each student must confer with the appropriate departmental advisor or major professor to select courses, discuss when and by which method the doctoral residency requirement will be completed, discuss research interests, and so forth. Then a Plan of Study must be prepared and submitted to the Graduate School by the time the student has completed 30 coursework hours.

Graduate School information on the Doctoral Plan of Study can be found here (p. 21).

Comprehensive/Qualifying Examination

- The Second Year Project (Research Practicum II (AC 692, 3 hr.)) is conducted in lieu of a comprehensive field exam. The project should commence *no later* than upon completion of the First Year Project. As with the First Year Project, the second summer paper will be supervised by a faculty member who has agreed to the assignment.

Admission to Candidacy Requirements

Students are certified by the dean of the Graduate School for Admission to Candidacy for the PhD degree after they have met the following requirements

Successful passing of the second-year paper.

Dissertation Requirements

A Dissertation Committee contains at least five individuals. At least 20% (no more than 40%) of the committee is to be an external member whose home department is outside of accounting.

The doctoral proposal must be presented to at least 50% of the tenure track accounting faculty. A successful proposal occurs when at least 50% of those in attendance vote "pass". A student has two attempts to successfully pass the proposal. It is recommended that the proposal be presented no later than August 1 at the start of the student's fourth year.

The dissertation is to be presented to the student's entire dissertation committee. The School of Accountancy will follow University procedures regarding IRB, formatting, and submission of the dissertation. A three-paper dissertation will include three working papers. A traditional dissertation is required to be more than one working paper.

Continuous Enrollment

Graduate School information on Continuous Enrollment (p. 21).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Student Progress Requirement

The program has two significant research milestones that students must meet before progressing to the dissertation phase. The first year paper, typically a scholarly review of existing accounting literature that addresses a specific research area, is completed by students in their first year and presented by June 30 following their first year of coursework.

The second year paper is a complete, original, empirical study undertaken under the direction of the student's faculty advisor. Students must present the second year paper by June 30 following their second year of

coursework. Students must successfully present and defend the second year paper before progressing to the dissertation phase.

Writing a dissertation is the final test of research skill. Students must demonstrate an understanding of relevant literature and methodology, and the ability to think independently. Ph.D. candidates must identify an original topic, plan a test of hypotheses, gather data, complete a written version of the dissertation, and defend it at a final oral examination, after which they finalize a document acceptable to the dissertation committee and to the Graduate School.

This policy applies to all prospective and current students enrolled in the Culverhouse School of Accountancy PhD program. This policy is not a contract between PhD students and the Culverhouse School of Accountancy. With the PhD student's advisor, the Culverhouse School of Accountancy PhD Committee evaluates each student throughout the year. The Committee and advisor will perform a written annual evaluation each summer. At this time, the Committee and advisor will evaluate whether the student has demonstrated to the Committee that they have met the academic requirements of the Culverhouse School of Accountancy. The annual evaluation letter will contain a discussion as to whether the student is meeting or not meeting the Committee's expectations. This letter will provide suggestions as to how the student can improve their performance.

This evaluation will include, as appropriate, the student's coursework performance, first and second-year paper performance, performance in workshops and colloquiums, and the performance during the dissertation idea generation and dissertation proposal. The Committee reserves the right to dismiss a student at any point in the program. Dismissal occurs once the majority of the Committee believes that the student has not met the program's academic standards. Students may be terminated from the PhD program even if they have completed the first or second-year paper presentation or have passed their dissertation proposal. If the Culverhouse School of Accountancy PhD program deems it necessary to dismiss a PhD student, the following procedure will generally be followed:

1. The dismissal will be discussed and documented by the PhD Committee and the student's advisor.
2. The PhD program director will advise the student they are being dismissed from the program and the reason for the dismissal.
3. The Director of the PhD program will provide the student with information regarding the university's counseling services.
4. The student will turn in all University property to the Accounting Assistant.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing.
(p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Tax Accounting, MTA

The Master's of Tax Accounting (MTA) degree program is a multidimensional approach to the education of the modern tax specialist which includes a coursework in the key tax specialty practice areas and incorporates opportunities for students to utilize leading software and technology platforms to enhance their knowledge. By drawing on their comprehensive knowledge of accounting and taxation principles, Manderson Graduates are well-positioned for a successful career in the continuously evolving field of taxation.

Admissions

Admission and Conditional Admission decisions are made based upon all application materials: academic transcripts, statement of purpose, resume, letters of recommendation, GMAT score, work experience, etc.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- Official Transcript
- Statement of Purpose
- 3 Letters of Recommendation (at least one should be from an accounting professor)
- GMAT score of 500* (old version) or GMAT (new version) score of 485*
- TOEFL score of at least 79, or an IELTS score of at least 6.5, a Duolingo score of at least 110, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Language Test score (see admissions criteria link below).

Admission with Permission to Continue: Students who do not meet the GMAT score requirement, but who excel in other areas may be considered for "Admission with Permission to Continue".

***GMAT Waiver Policy: Applicants who meet any of the following criteria qualify to have the GMAT requirement waived (applicants that do not meet any of the criteria may apply for a waiver which will be considered on a case-by-case basis):**

- Applicants with an Accounting GPA of 3.25 or above in a minimum of 15 upper-division credit hours.
- Applicants with a graduate degree.
- Applicants who have passed the Certified Public Accountant (CPA) exam.

- Applicants with five years of management experience that includes significant budgetary and leadership responsibility and a 3.0 (or better) upper-division undergraduate GPA from an accredited university.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Before admission to the program, students should have completed the following accounting courses or their equivalents. *Applicants should contact the program director for questions regarding equivalent course requirements.*

With program director approval, applicants who have not completed certain prerequisite courses prior to admission may have the option to complete the prerequisite requirements during the summer term prior to the start of graduate-level coursework.

Required Undergraduate Courses		Hours
AC 310	Inter Financial Accounting I	3
AC 311	Inter Financial Accounting II	3
AC 361	Cost Analysis Planning/Control	3
AC 371	Introduction To Taxation	3
AC 389	Accounting Information Systems	3
AC 432	Intro Audit and Assurance Svcs	3
AC 456	Govt & Nonprofit Accounting	3
AC 471	Taxation - Transactions & Orgs ¹	3
Total Hours		24

Students Are Required:

- To complete a minimum of 30 hours of approved coursework beyond the undergraduate degree.
- At least 18 credit hours must be coursework in the major degree field.
- A minimum of 24 credit hours must be taken in courses open only to graduate students, and 15 of these courses must be in accounting and taxation at The University of Alabama.
- Students are also required to complete Governmental & Nonprofit Accounting(*), either prior to entering the program or as part of the MTA degree.

To receive the master of tax accounting degree, students must complete the required core courses with an average grade of "B" or better, and must maintain an average grade of "B" or better in all required accounting courses.

MTA Required Courses		Hours
AC 512	Adv Financial Reporting/Analys	3
AC 534	Fraud & Ethics Risk Management	3
AC 575	Taxn Corp Shareholders	3
AC 568	Accounting for Income Taxes	3
AC 576	Adv Corporate Taxation ¹	3
AC 578	Partnership Taxation	3
AC 582	State And Local Taxation	3
AC 593	Res & Communicatn Taxation	3
Credit Hours Subtotal:		24
Approved Electives (Choose two courses from the list below)		

AC 554	Professional Certification	3
AC 556	Governmental Nonprofit Account (*)	3
AC 597	Special Topics In Accounting	3
LAW 641	Tax Procedures	3
LAW 647	Federal Estate & Gift Tax	3
Total Elective Hours		6
Students are not required to take AC 512 or AC 534 as part of the program if the advisor deems that they have completed an equivalent course. Discuss elective options with Program Director.		
Total Hours (Required and Elective)		30

(*) Required of students who did not complete a UG accounting course in Gov't and Nonprofit Accounting

Footnotes

¹ Two undergraduate tax courses (which may be a part of the undergraduate degree requirements) are required as prerequisites to each of the graduate tax courses. LAW & C&BA courses have additional fees.

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Many students in the program receive funding, and funding possibilities include scholarships, assistantships, and fellowships. Please contact the program director for more information.

Department of Economics, Finance, and Legal Studies

- Majors
 - Finance, MS (p. 450)
 - Finance, PhD (p. 452)
 - - Quantitative Economics, MA (p. 454)
 - Quantitative Economics, PhD (p. 455)

Department Head

- Dr. Laura Razzolini

Master's Program Coordinator

- Dr. Josh Pierce- Finance
- Dr. Mark Schneider- Economics

Ph.D. Program Coordinators

- Dr. Sandra Mortal- Finance
- Dr. Robert Hammond- Economics

Economics

Intermediate macro- and microeconomic theory (EC 309 Intermediate Macroeconomics and EC 308 Intermediate Microeconomics or their equivalents) are considered prerequisites for all graduate coursework in economics, except for MBA-designated courses.

EC500 Managerial Economics

Hours 3

An introduction to the foundations of both micro- and macroeconomic analysis, including consumer demand, production and cost analysis, price determination, and macroeconomic theory and policy. Emphasis is on the theory of the firm.

EC508 Microeconomic Theory

Hours 3

An examination of the theory of resource allocation. Topics include demand theory, production and cost functions, theory of markets, general equilibrium analysis, and welfare theory.

Finance

EC 110 Principles of Microeconomics and EC 111 Principles of Macroeconomics or their equivalents are prerequisites for all graduate coursework in finance, except for MBA-designated courses.

FI504 Financial Management for MBA

Hours 1-4

Corporate financial planning and decision making; working capital management, capital budgeting, financing, risk-return analysis, valuation, and dividend policy.

FI505 Corporate Valuation

Hours 3

A case study course that focuses on the valuation of publicly held firms.

View All Courses

Finance, MS

The Master's of Science in Finance offers a specialized curriculum with focused training in finance. The degree is designed to offer advanced,

applied and theoretical experience in investment banking, corporate finance, actuarial science and/or financial derivatives.

The course of study is designed to provide insight into the following topics:

- The important role of financial intermediaries
- The management of financial intermediaries and an understanding of the markets in which they participate
- The valuation of financial assets such as stocks, bonds, derivatives, and other specialized assets and how they are managed in a portfolio
- The determination and behavior of interest rates and rates of return on assets
- The incentives and determinants of corporate behavior.

The program offers focused areas of study:

1. Corporate Finance Focus
2. Financial Engineering Focus
3. Actuarial Focus
4. Real Estate Focus

Admissions

The Master's of Science in Finance admission standards are significantly higher than other Business School programs. All application materials are carefully considered. Students are not required to have obtained an undergraduate degree in business.

Traditional Students: Fall semester start only; accepting applications year round

AMP Students: Fall & Spring start; upon acceptance into AMP program

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- 3 Letters of Recommendation
- GPA of 3.5 or Greater for Regular Admission
- GRE score of at least 310 (verbal + quantitative) or a GMAT score of at least 640 (old version) or GMAT (new version) score of at least 595
- TOEFL score of at least 79 or an IELTS score of at least 6.5, a Duolingo score of at least 110, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Language Test score (see admissions criteria link below).

Students who do not meet these requirements, but who excel in other areas, may be considered for "Admission with Permission to Continue." *Traditional MSF students only, AMP students not eligible.*

Accelerated Master's Program (AMP) students must meet the minimum admission requirements as listed in the AMP section of this catalog (p. 7).

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The choice of undergraduate major does not preclude successful completion of the MSF program. It is important to realize, however, that most graduate finance courses assume that students are familiar with a common core of fundamental concepts in accounting, statistics, calculus, linear algebra, economics, and finance. Students with deficient backgrounds in these core courses, especially calculus and

microeconomics, should prepare for the graduate courses, prior to commencing the program.

Undergraduate Courses (not required)

Fundamental Common Core Classes		Hours
AC 210	Intro To Accounting	
MATH 121	Calculus & Applications	
Or		
MATH 125	Calculus I	
MATH 126	Calculus II (Prefer)	
MATH 227	Calculus III	
MATH 237	Introduction to Linear Algebra	
ST 260	Statistical Data Analysis	
EC 308	Intermediate Microeconomics	
EC 309	Intermediate Macroeconomics	
FI 302	Business Finance	

Finance, MS, Focused Areas of Study (FAS)

Required Core Courses		Hours
FI 510	Financial Management	3
FI 512	Money And Capital Mkts	3
FI 515	Quantitative Investment Analys	3
FI 522	Bank Administration	3
FI 596	Capstone Project	3
EC 571	Econometrics	3
AC 544	Financial Statement Analysis	3
Credit Hours Subtotal:		21

Choose one of the following Focused Areas of Study (FAS).

FAS Required Finance		
FI 505	Corporate Valuation	3
FI 506	Mergers & Acquisitions	3
FAS Required Finance Engineering		
FI 519	Financial Engineering	3
FI 520	Financial Risk Management	3
FAS Required Real Estate		
FI 535	Real Estate Invest & Developmnt	3
FI 534	Seminar In Real Estate	3
FAS Required Actuarial Science:		
FI 450	Loss Models I	3
FI 451	Loss Models II	3

Approved Electives List: choose one elective from the list below, or other course with coordinator approval.

FI 440	Life Contingencies I	
FI 441	Life Contingencies II	
FI 450	Loss Models I	
FI 451	Loss Models II	
FI 505	Corporate Valuation	
FI 506	Mergers & Acquisitions	
FI 519	Financial Engineering	
FI 520	Financial Risk Management	
FI 534	Seminar In Real Estate	
FI 535	Real Estate Invest & Developmnt	

FI 572	Financial Econometrics
FI 597	Special Topics: Finance
FAS Elective Course Hours	3
Required FAS Hours	6
Required Finance Core Hours	21
Total Hours	30

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program

Graduate School information on the Accelerated Master's Program (p. 7).

Capstone

Students must successfully pass FI 596 Capstone Project to meet their culminating requirement.

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Finance, Ph.D.

The Ph.D. program in Finance is designed to provide students with the advanced training and substantive knowledge necessary to pursue positions in finance at research and teaching institutions of higher learning.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Application Fee
- Resume
- 3 Letters of Recommendation

- GRE score of at least 320 (verbal + quantitative), GMAT score of at least 600 (old version), or GMAT (new version) score of at least 565.

- TOEFL score of at least 79, or an IELTS score of at least 6.5, a Duolingo score of at least 110, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Language Test score (see admissions criteria link below).

Students who do not meet these requirements, but who excel in other areas, may be considered for Admission with Permission to Continue.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The courses listed below represent the minimum course requirements for the Ph.D. in finance. The required credit hours should be partitioned as follows:

Required Courses		Hours
Major Field courses- 24 hours		
FI 601	Finance Theory I	3
FI 602	Finance Theory II	3
FI 610	Seminar In Finan Mgt	3
FI 614	Seminar In Investments	3
FI 624	Financial Markets	3
FI 698	Research In Finance	3
Credit Hours Subtotal:		18
FI Elective 1		
FI Elective 2		
Choose from the approved electives list below:		
FI 512	Money And Capital Mkts	3
FI 515	Quantitative Investment Analys	3
FI 519	Financial Engineering	3
FI 520	Financial Risk Management	3
Economics Courses- 9 hours		
EC 600	Advanced Mathematical Economic	3
EC 610	Seminar In Microeconomic Theor	3
EC 660	Game Theory	3
Tool Courses- 9 hours		
EC 670	Econometrics	3
EC 671	Seminar : Econometrics	3
EC 597	Special Topics In Economics (Causal Inference)	3
Choose 2 electives that complement the intended finance concentration area, with faculty/advisor approval. (see footnote 1.)		
Dissertation		
FI 699	Dissertation Research	18
Total Hours		66

Footnotes

1. The department strongly encourages students take additional Tool classes when choosing their 6 elective course hours.

Research Development Courses		Hours
FI 697	Special Topics in Finance	3
FI 698	Research In Finance	3

Footnotes

1. Once a student has been admitted to doctoral candidacy, he or she should fill the remaining 9 credit hours taken each semester with FI 699. For example, a student in his/her fourth year who has completed all coursework should register for FI 698 and 6 credit hours of FI 699. A student in his/her third year who is still taking courses should also register for FI 698 and 3 credit hours of FI 699.

Transfer Credit

In rare circumstances, Finance PhD students are allowed to transfer a credit for a course already taken and to substitute a required course by taking another graduate course. Approval must be granted prior to starting the class that is serving as a substitute.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School Information on the Doctoral Plan of Study can be found here. (p. 15)

Comprehensive Exams

Students are required to pass a Microeconomics Qualifying Examination, which is administered at end of the first year. The exam is generally administered on Monday of the first full week in June. To be eligible to continue in the Ph.D. program, a student must pass the exam.

Students who do not pass the exam when it is first administered will be given one chance to retake the failed exam. The retake exam is usually administered on Monday of the last full week in August prior to classes starting. If a student is absent from an exam without prior approval, it will be counted as a failed attempt. A student who has not passed the exam after two attempts will not be allowed to continue in the Finance Ph.D. program. The student may elect to complete 30 hours of graduate coursework and receive a MSF degree. Course substitutions for specific MSF program requirements may be approved in advance by the coordinator of the MSF program in order to facilitate completion of the degree in a timely manner.

If the committee determines, by majority vote, that the student has failed the Comprehensive Exam, it will provide its concerns in writing to the student, who will have one additional opportunity to successfully defend the research paper. A revised version of the research paper, with a separate response indicating how the committee's concerns were addressed, must be submitted to the primary advisor and the academic coordinator of the Finance Ph.D. program, no later than September 1 of the student's fourth year in the program. The student must then present the revised research paper to a committee of the faculty, constituted in the manner described above, no later than October 1 of the student's fourth year in the program. The committee determines the outcome of the second presentation in a manner similar to that described above.

A student who has failed the Comprehensive Exam by failing to defend by May 1 of the student's third year in the program must also successfully orally defend their research by October 1 of the student's fourth year in the program. Procedures for the oral defense in this case are identical to those for a timely first attempt with the exception that no further attempts are permitted.

In any event, failure to successfully defend by October 1 of the student's fourth year in the program constitutes a second failed attempt. A second failure will result in dismissal from the program. Students dismissed for a second failure may apply for a MSF degree and are exempted from the MSF Comprehensive Exam requirement.

A student passing the Comprehensive Exam is eligible to defend a dissertation proposal. All dates specified herein are the latest dates at which the requirements can be met and students are encouraged to complete the research paper and orally defend it at the earliest possible date.

Admission to Candidacy Requirements

After passing the written comprehensive exam at the end of the second year and completing the second year's course work, a student begins working on the dissertation. A student must ask a faculty member to serve as Chairperson of his/her Dissertation Committee. The Chairperson must be identified prior to the start of the third year. The Dissertation Chairperson must be approved by the Finance Ph.D. Coordinator and Department Head.

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

A Dissertation Committee consists of at least 5 members, including the Dissertation Chairperson. The remaining faculty members of the Dissertation Committee are selected by mutual agreement between the student and the Dissertation Chairperson and do not have to be formally selected until a student is ready to propose a dissertation. One member of the Dissertation Committee must be from outside the student's major department.

The student and Committee Chairperson arrange a formal "Proposal Defense." The Proposal Defense is a preliminary oral examination during which the student orally presents and defends the dissertation proposal. The Dissertation Committee may question the student's knowledge of the dissertation topic and offer suggestions for improvement. In unusual circumstances, the Dissertation Committee may direct the student to prepare further for the Proposal Defense and another meeting may be scheduled.

A student must propose his or her dissertation prior to April 30th of the fourth year to guarantee a fifth year of funding. A student who has not successfully proposed a dissertation by this time is viewed as not making sufficient progress towards a dissertation and may lose departmental funding.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Quantitative Economics, MA

The MA program in Quantitative Economics is designed to provide students with a rigorous training in econometrics and quantitative economics, as well as in economic theory and policy. The Economics MA, is well suited for students who wish to pursue high-level professional careers in industry and government, or further study for a Ph.D. degree in economics. The Economics MA, is classified as a STEM degree, which allows for a 24 month extension of the F1 Optional Practical Training (OPT).

The Program offers two focused areas of study: Econometrics and Quantitative Economics, and Economic Policy.

Admissions

Quantitative Economics Traditional: Fall & Spring Term Starts

Application Deadlines: Fall term- Aug 15. Spring term- January 1.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- 3 Letters of Recommendation
- GPA: 3.50 minimum
- GRE minimum score of 310 (verbal + quantitative; GMAT not accepted) required with a quantitative score of at least 160 and a verbal score of at least 150.
- TOEFL score of at least 100 or an IELTS score of at least 7.0, a PTE score of at least 59 for non-native English speakers who are required to submit an English Language Test score (see below admissions criteria link).
 - Please note that this program does not accept a Duolingo Test score.
- AMP students must score a 310 (verbal & quantitative; GMAT not accepted) required with a quantitative score of at least 160 and a verbal score of at least 150.

Students not pursuing the AMP who do not meet these requirements, but who excel in other areas, maybe considered for "Admission with Permission to Continue."

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Quantitative Economics MA program is extremely quantitative. Entering graduate students are expected to have completed undergraduate coursework in economics, statistics, and mathematics. Students must have completed the following undergraduate courses or their equivalents. Any deficiencies should be made up by taking courses during the summer before entering the master's program.

Required Undergraduate Courses

Undergraduate Required Courses		Hours
EC 308	Intermediate Microeconomics	3
EC 309	Intermediate Macroeconomics	3
ST 260	Statistical Data Analysis	3
MATH 121 or MATH 125	Calculus & Applications Calculus I	3

Quantitative Economics with Focused Area of Study (FAS)

The Quantitative Economics MA requires 30 hours of coursework: 18 hours of required courses and 12 hours in a chosen focused area of study. Students must choose one of the Focused Areas of Study to complete the MA degree in Economics: Applied Economic Analysis or Policy Economics

Required Core Courses		Hours
EC 508	Microeconomic Theory	3
EC 509	Macroeconomic Theory/Policy	3
EC 513	Economic Forecastg Analysis	3
EC 570	Mathematical Economics	3
EC 571	Econometrics	3
EC 596	Capstone Project	3
Credit Hours Subtotal:		18

FAS Course Hours	12
Total Hours	30

Applied Economic Analysis

FAS Required Courses		Hours
ST 540	Stat Prog & Comp with R	3
EC 572 or ST 560	Financial Econometrics Statistical Methods	3
Credit Hours Subtotal:		6

Electives:	
Choose one 500-level Statistics elective course with faculty advisor approval.	
Choose one 500-level EC/ST/CE elective course with faculty advisor approval.	

FAS Courses	12
Required Core Hours	18
Total Hours	30

Economic Policy

FAS Required Courses		Hours
Electives: choose any 4 courses from the list below.		
EC 510	Law and Economics	
EC 512	Indust Org Public Policy	
EC 516	Monetary Theory & Policy	
EC 530	International Trade	
EC 531	International Finance	
EC 572	Financial Econometrics	
EC 573	Games and Decisions	
EC 597	Special Topics In Economics	
FAS Course Hours		12

Required Core Hours

18

Total Hours

30

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program

Graduate School information on Accelerated Master's Program (p. 7).

Comprehensive Exam/Capstone

Plan I Requirements:

Plan I requires successful completion of 24 semester hours of course work, and a thesis (6 hours of EC 599) supervised by a graduate faculty member in Economics. A student planning to graduate in the Spring semester ought to start thinking about the thesis topic as early as possible, and no later than in early Fall of the preceding year. The thesis must be defended in front of a committee, and then submitted electronically on line through ProQuest once it has been approved by the committee. See the student guide on preparing electronic theses. Please note that a copy of the thesis or project must be available to each committee member at least two weeks prior to the presentation.

Plan II Requirements:

Students are required to take EC 596 Capstone Project. The purpose of this course is to provide students an opportunity to complete a final project using economic analysis and methods. EC 596 Capstone Project will generally be offered in the spring, to allow students to complete their program within one calendar year.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Quantitative Economics, Ph.D.

The Ph.D. program in Quantitative Economics is designed to provide students with the advanced training and substantive knowledge necessary to pursue positions in economics at research and teaching institutions of higher learning, or in the private sector and in public offices within local, state, or federal government.

Admissions Requirements

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- 3 Letters of Recommendation
- GRE score with a quantitative score of at least 160 and a verbal score of at least 155
- At least a B (3.0 out of 4.0) for the last two years of coursework
- TOEFL score of at least 79 or an IELTS score of at least 6.5, a PTE score of at least 59 for non-native English speakers who are required to submit an English Language Test score (see admissions criteria link below).
- Please note that this program does not accept a Duolingo Test score.

Students who do not meet the minimum standards may be offered "Admission with Permission to Continue" on a case-by-case basis.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The following courses are required for the Economics Ph.D. They are listed in the order that they should be taken. Students receiving an assistantship or fellowship through the University of Alabama are obligated to take these classes in the sequence detailed below. The economics faculty strongly urges students who do not receive financial support from the university to take the courses in the designated sequence.

The First Year

Required Courses		Hours
Summer/Fall		
EC 600	Advanced Mathematical Economic	3
Fall		
EC 610	Seminar In Microeconomic Theor	3
EC 611	Sem in Macroeconomic Theory	3
EC 670	Econometrics	3
Spring		
EC 660	Game Theory	3
EC 661	Macroeconomic Theory II	3
EC 671	Seminar : Econometrics	3
Total Hours		21

Footnotes

1. After the first year (and passing the Qualifying exams), students must take six (6) field and tool courses and at least two (2) supplementary courses.

Field Courses

Required Courses, Group A and Group B (18 hours - 6 courses) Hours

Group A - Tool Courses for Economic Research (at least 6 hours)

EC 672	Financial Econometric Modeling	3
EC 673	Nonparametric Econometrics	3
EC 674	Experimental Economics	3
EC 597	Special Topics In Economics (Bayesian Economics)	3

EC 597	Special Topics In Economics (Causal Inference)	3

Group B - Topic Courses (at least 6 hours)

EC 612	Sem Industrial Organizat	3
EC 624	Political Economy	3
EC 597	Special Topics In Economics (Environmental Economics)	3
EC 597	Special Topics In Economics (Urban Econ)	1 to 6
EC 613	Empirical Industrial Organizat	3
EC 614	Behavioral Economics	3
EC 616	Sem Monetary Economics	3
EC 597	Special Topics In Economics (Dynamic Stochastic General Equilibrium)	3
EC 597	Special Topics In Economics (Other Special Topics (Ph.D. level))	3

Supplementary Courses (at least 6 hours) see footnote 2. Consult your Ph.D. coordinator and dissertation chairperson for course approval.

Footnotes

- Note that these are the courses that have been offered previously or currently in the department. As faculty changes, so will the tool and topic courses available. For any questions regarding which courses are considered tool or topic courses, contact the Economics Ph.D. Coordinator.

Footnotes

- Students must choose at least two (2) additional courses. If a student chooses a supplementary course from Group B, they are allowed to take the course pass/fail. Note that core courses, topic and tool courses (Group A and B), and supplementary courses from Group A must be taken for a letter grade. Only supplementary courses from Group B can be taken as pass/fail. Students may also take courses outside of the department as a supplemental course, with faculty advisor permission. For example, students can take a computer programming course as one of the supplemental courses.

Research Development Courses

Research Development Courses Hours

EC 697	Special Topics in Economics	
EC 698	Research In Economics (Prof Development Workshop, at most 18 hours.)	
EC 699	Dissertation Research (at least 18 hours after candidacy)	

Footnotes

- Once a student has entered candidacy, he or she should fill the remaining 9 credit hours taken each semester with EC 699. For example, a student in his/her fourth year who has completed all coursework should register for EC 698 and 6 credit hours of EC 699. A student in his/her third year is taking one supplementary course should also register for EC 698 and 3 credit hours of EC 699.

Transfer Credit

In rare circumstances, Economics Ph.D. students are allowed to transfer a previously taken course and to substitute a required course by taking another graduate economics course. Approval must be granted prior to starting the class that is serving as a substitute.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School Information on the Doctoral Plan of Study can be found here. (p. 21)

Comprehensive/Qualifying Exam

Students are required to pass a Qualifying Examination, which is administered at the end of the first year. The exam consists of two separate qualifying exams: microeconomics and macroeconomics, both exams are generally administered during the first full week in June. *To be eligible to continue in the Ph.D. program, students must pass both exams.*

- Upon successfully passing both exams, the Doctoral Qualifying Exam Form must be completed and signed by the committee members and the Ph.D. Coordinator and the Department Head. The form is then forwarded to the Culverhouse College of Business Dean for signature, and finally to the Graduate School.
- Students who do not pass one or both exams will be given one chance to retake the failed exam(s). Students are only required to retake the exam they failed. *The retake exam(s) are usually administered the last full week in August prior to classes starting.*
- If a student is absent from an exam without prior approval, it will be counted as a failed attempt.
- A student who has not passed both exams after two attempts will not be allowed to continue in the Economics, Ph.D. program, but is eligible to obtain a Master's degree.

Admission to Candidacy Requirement

After passing the qualifying exams and completing the second years course work, the student begins working at a dissertation.

- The student must ask a faculty member to serve as Chairperson of their Dissertation Committee.
- The Chairperson must be identified prior to the start of the third year.
- The Chairperson must be approved by the Economics Ph.D. Coordinator and Department Head.

Continuous Enrollment Policy

Graduate School Information on Continuous Enrollment (p. 21).

Dissertation Requirements

During the third year, students are expected to commence work on the dissertation. Students are expected to have identified a primary advisor by the start of the fall semester of their third year and formally begin work on their dissertation.

- Writing a dissertation is the final test of research skills. It requires an understanding of relevant literature and methodology, as well as the ability to think independently. Ph.D. candidates must find an original topic, plan a test of hypotheses, propose this topic to their committee, and write and defend at a final oral examination a document acceptable to the dissertation committee and to the Graduate School.
- The dissertation committee consists of at least 5 members, including the Chairperson.
- The student must propose their dissertation prior to April 30th of the fourth year to guarantee fifth year funding. If a student has not successfully proposed a dissertation by this time, the student may lose departmental funding and will be viewed as not making sufficient progress.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Academic Misconduct Information

Graduate School Information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School Information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School Information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School Information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Department of Information Systems, Statistics and Management Science

- Majors
 - Applied Statistics, MS (p. 458)
 - Applied Statistics, PhD (p. 459)
 - Business Analytics, MS (p. 461)
 - Management Information Systems, MS (p. 464)
 - Operations Management, MS (p. 466)
 - Operations Management, PhD (p. 468)
- Certificates
 - Business Cyber Security, Certificate (p. 462)
 - Data Analytics, Certificate (p. 463)
 - Information Systems Solutions, Certificate (p. 463)
 - Supply Chain Analytics, Certificate (p. 469)

Department Head

- Dr. Jose Dula

Master's Program Coordinators

- Dr. Subha Chakraborti- Applied Statistics
- Dr. Yuanyuan Chen- Management Info Systems
- Dr. Nickolas Freeman- Bus Analytics
- Dr. Ebru Bish- Operations Management

Ph.D. Program Coordinators

- Dr. Iman Dayarian- Operations Management
- Dr. Marcus Perry- Applied Statistics

Management Information Systems

MIS501 Application Development for the Data-Driven Organization
Hours 3

This course will highlight one or more core programming languages (e.g., Java, Python) used within modern, data-driven organizations for the purpose of data collection, manipulation, and analysis. The first portion of the course will focus on essential programming knowledge and practices. The second portion of the course will emphasize the development of programmatic solutions, which will acquire data (e.g., web content, social media data, geospatial data, sensor-based data) through the integration of APIs and/or web services as well as ethical scraping techniques and then store the data in a modern backend database.

MIS502 Database Design and Management in the Data-Driven Organization
Hours 3

This course will cover the essentials of database design and management in modern, data-driven organizations. The first portion of the course will focus on relational database design as well as SQL for the storage and access of structured data. The focus of the second portion of the course will highlight modern database structures/systems (e.g., Apache Hadoop, graph databases) as well as their query languages for storing, accessing, and analyzing more unstructured data or data having relationships not easily queried by traditional databases. Additional topics may include data cleansing, query optimization, and extract-transform-load (ETL) processes.

Operations Management Courses

OM500 MGT Science & Spreadsheet Mod
Hours 3

This course provides Operations Management concepts and applications in data-driven decision making. Emphasis is on data clean-up, data analysis, problem formulation, and interpretation of results using spreadsheet-based modeling and solution procedures including optimization and simulation approaches.

Prerequisite(s) with concurrency: ST 509 or ST 560

OM501 Advanced Applied Modeling and Analysis
Hours 3

Building on the foundations of spreadsheet modeling analysis, this course provides a deeper understanding of optimization and simulation. Course topics include discrete optimization, duality and sensitivity, large scale optimization, multi-objective optimization, dynamic programming, and Monte Carlo and process simulations with an emphasis on practical applications. In addition to spreadsheets, the students will learn specialty optimization and simulation software, including heuristic methods and algorithms. Extensive use of software.

Prerequisite(s): OM 500

Statistics Courses

ST509 Stat For Business Appl
Hours 3

A broad introduction to statistical and probabilistic methods useful for managerial decision making. Topics include graphical displays, numerical summaries, basic probability models, confidence intervals, hypothesis testing, and regression analysis.

ST521 Statistical Data Management
Hours 3

Introduction to the management of data using SAS. The collection and management of data from business or scientific research projects are emphasized.

[View All Courses](#)

Applied Statistics, MS

Launched over 40 years ago, the Master’s of Science in Applied Statistics (MSAPST) is a highly respected program at the Manderson Graduate School of Business. Students enrolled in the MSAPST program are presented with an opportunity to acquire and enhance quantitative competencies essential for excelling in contemporary analytical professions. This program is meticulously structured to offer flexibility, thereby enabling learners to tailor their coursework to align with specific career aspirations. The curriculum encompasses a diverse range of subjects, from the foundational principles of statistics to the practical implementation of statistical and data science techniques in real-world scenarios.

Furthermore, the program presents additional opportunities for experiential learning through the University of Alabama’s Institute of Data and Analytics, which oversees the Marilyn A. Hewson Data Analytics Lab. In this state-of-the-art facility, students have access to advanced technological resources and can collaborate with an interdisciplinary cohort of students and faculty on complex data-driven projects. Importantly, the prerequisite for admission to the Master of Science in Applied Statistics program does not mandate a background in business studies.

The MSAPST program offers robust training in statistics fundamentals and professional development to prepare students for the vibrant job market and foster competency and an interest in analytical research. As a STEM-designated program, APST facilities up to three years of Optional Practical Training (OPT) for international students on an F-1 visa.

Admissions

Candidates for admission to applied statistics are normally expected to have completed courses in mathematics equivalent to three semesters

of undergraduate calculus and to have a working knowledge of computer programming and linear or matrix algebra.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- At least two letters of recommendation
- TOEFL score of at least 79, an IELTS score of at least 6.5, a Duolingo score of at least 110, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Language test score.

Note: A GRE/GMAT score is recommended but not required for admission. A GRE/GMAT score is required for students who, upon admission, may wish to be considered for some limited scholarships, offered on a competitive basis, depending on availability.

Accelerated Master's Program (AMP) students must meet the minimum admission requirements as listed in the AMP section of this catalog.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The M.S. degree in Applied Statistics requires 30 hours to complete. Students can choose one or two Specialized Concentrations; Analytics or Statistics Or one Focused Area of Study (FAS): Data Science.

- *A Fall term start is recommended to complete the sequential course path of study*

MSAPST Required Core Courses		Hours
ST 552	Applied Regression Analy	3
ST 553	Appld Multivariate Analy	3
ST 554	Math Statistics I	3
ST 555	Math Statistics II	3
ST 560	Statistical Methods	3
Required Core Hours		15
Concentration Course Hours		15
or		
FAS Course Hours		15
Total Hours		30

Statistics Specific Concentration

Statistics Concentration		Hours
Required Course		
ST 561	Applied Design Expermnts	3
Approved Electives: choose 4 classes from the list below.		12
ST 521	Statistical Data Management	3
ST 522	Adv Statistical Data Mgt	3
ST 531	Data Mining I	3
ST 532	Advanced Data Mining	3
ST 540	Stat Prog & Comp with R	3
ST 545	Intro Stat Learn & Data Mining	3
ST 561	Applied Design Expermnts	3
ST 547	Data Vis and Analytics in R	3
ST 597	Special Topics (Statistical Consulting)	3

ST 597	Special Topics (Stochastic Processes)	3
Or other electives with program coordinator approval.		
Required Core Classes		15
Total Hours		30

Analytics Concentration

Analytics Concentration Courses		Hours
Required Courses		
ST 521	Statistical Data Management	3
ST 522	Adv Statistical Data Mgt	3
ST 531	Data Mining I	3
ST 532	Advanced Data Mining	3
Credit Hours Subtotal:		12
Approved Electives: choose 1 course from the list below (or other elective courses with coordinator approval)		
ST 540	Stat Prog & Comp with R	
ST 545	Intro Stat Learn & Data Mining	
ST 561	Applied Design Expermnts	
ST 597	Special Topics (Statistical Consulting)	
ST 597	Special Topics (Stochastic Processes)	
Electives Courses		3
Analytics Concentration Hours		12
Required Core Hours		15
Total Hours		30

Focused Area of Study (FAS) Data Science

FAS Required Courses		Hours
ST 540	Stat Prog & Comp with R	3
ST 545	Intro Stat Learn & Data Mining	3
ST 547	Data Vis and Analytics in R	3
Credit Hours Subtotal:		9
Required Elective Course		
ST 561	Applied Design Expermnts	3
Approved Electives (choose 1 course from the list below)		
ST 521	Statistical Data Management	
ST 522	Adv Statistical Data Mgt	
ST 531	Data Mining I	
ST 532	Advanced Data Mining	
ST 597	Special Topics (Statistical Consulting)	
ST 597	Special Topics (Stochastic Processes)	
Or other elective courses with coordinator approval		
Electives Courses		6
FAS Course Hours		9
Required Core Hours		15
Total Hours		30

Transfer Credit

Graduate School information on Transfer Credit. (p. 15)

Accelerated Master's Program

Information on the Accelerated Master's Program (p. 7).

Comprehensive Exam/Capstone

When most coursework is completed, students must pass a written comprehensive examination. The exam can be waived if the student passes a professional exam from; the Actual P Exam, SAS Predictive Exam, or the ASQ Certified Quality Engineer Exam.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Applied Statistics, Ph.D.

The Ph.D. program in Applied Statistics is a research intensive program designed for students who demand the depth in the understanding of statistical methods to solve applied problems with innovation. The techniques and skills that students learn prepare them to become professionals in a broad range of statistics-driven fields, from academia to research-based industrial settings.

The Applied Statistics professors support students interested in a diverse range of statistical topics including linear models, data mining and analytics, statistical process control, spatial statistics, longitudinal analysis, statistical computing, nonparametric and robust methods, change and anomaly detection, Bayesian inference, and statistical network analysis.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- 3 Letters of Recommendation.
- GRE score of at least 310 (verbal + quantitative, with a quantitative score of at least 160), a GMAT (old version) score of at least 650 and the new GMAT (new version) of at least 595.
- Students who graduated from or are currently enrolled in the Applied Statistics, MS program at the University of Alabama are eligible for a GRE test score requirement waiver, subject

to completing at least 12 credit hours in the program with a minimum of 3.8 overall GPA, including at least a grade of B in ST 554 and ST 555.

- TOEFL score of at least 90, an IELTS score of at least 7.0, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Language test score (see admissions criteria link below).
- Please note this program does not accept a Duolingo test score.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Required Courses		Hours
ST 552	Applied Regression Analy	3
ST 553	Appld Multivariate Analy	3
ST 554	Math Statistics I	3
ST 555	Math Statistics II	3
ST 560	Statistical Methods	3
ST 603	Advanced Inference	3
ST 610	Linear Models	3
ST 640	Statistical Computing	3
ST 645	Advanced Statistical Learning	3
ST 695	Applied Statistics Seminar	1
Credit Hours Subtotal:		28
Elective Course Hours		21
Dissertation Research Hours (ST 699 - with advisor approval, distributed appropriately throughout the program)		24
Total Hours		73

Approved Electives List

Approved MS & PhD Level Electives		Hours
MS Level Electives:		
ST 521	Statistical Data Management	
ST 522	Adv Statistical Data Mgt	
ST 531	Data Mining I	
ST 532	Advanced Data Mining	
ST 540	Stat Prog & Comp with R	
ST 545	Intro Stat Learn & Data Mining	
ST 561	Applied Design Expermnts	
PhD Level Electives: choose two courses from list below.		
ST 615	Theory Of Regression	
ST 635	Nonparametric Statistics	
ST 697	Special Topics (Bayesian Inference)	
ST 697	Special Topics (Advanced Design of Experiments)	
ST 697	Special Topics (Advanced Multivariate Analysis)	
ST 697	Special Topics (Current Research Topics)	
Or any other graduate level course with faculty approval		
Elective Course Hours		21

Transfer Credit

Subject to evaluation by the PhD program committee, some coursework (but no more than 24 credit hours) may be transferred from previous graduate programs.

Graduate School Information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study can be found here. (p. 21)

Comprehensive Exams

Entrance and Qualifying Exam:

At the end of the first academic year, PhD students are required to take a written qualifying examination. The exam is usually administered in the end of the spring semester and is based on the required MS level courses including ST 552 Applied Regression Analy, ST 553 Appld Multivariate Analy, ST 554 Math Statistics I, ST 555 Math Statistics II and ST 560 Statistical Methods. The qualifying exam requirement may be waived for students holding an MS degree in statistics. Students interest in waiving the exam must take an entrance exam in August before the start of the fall semester. The entrance exam represents a light version of the entrance and qualifying exam that is based on major and fundamental concepts covered in the required MS level courses. Students failing the entrance exam are expected to register for MS level courses in which knowledge and skill deficiencies have been identified.

Comprehensive Exam:

At the end of the second year or upon the completion of at least four (12 credit hours) PhD level statistics classes, student must take a comprehensive exam. The goal of the exam is to assess the potential of a student to conduct independent research. Individual research projects are assigned to students for independent work over a two-week period in April. By the end of the two-week term, student must submit a written report and present their findings at an Applied Statistics PhD seminar.

The graduate faculty assess the quality of completed projects based on the following rubrics:

- comprehensive literature review
- soundness of the proposed research approach and adequacy of future research plans
- strength of experimental support
- quality of oral presentation and ability to address questions and concerns
- quality of written report

By the end of the comprehensive exam at the latest, students are expected to find a dissertation advisor.

Admission to Candidacy Requirements

Students must pass the qualifying and comprehensive examinations to advance to candidacy.

Continuous Enrollment Policy

Graduate School Policy on Continuous Enrollment.

Dissertation Requirements

- Proposal Defense - within a year after passing the comprehensive exam, student must form a dissertation committee and present and

defend their dissertation proposal. The proposal usually focuses on the already obtained findings and plans regarding research yet to be accomplished.

- Dissertation Defense - Dissertation defense is the final test that usually occurs at the end of the fourth year. A dissertation must present some original contribution to the statistics literature. A PhD candidate must present a written document acceptable to the dissertation committee and Graduate School and pass the oral dissertation defense.

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Academic Misconduct Information

Graduate School information on Academic Misconduct.

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievance Information

Graduate School information on Academic Grievances.

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation.

Business Analytics, MSBA

The Master of Science in Business Analytics (MSBA) program is a full-time program designed to be completed on campus in two semesters. The program prepares recent college graduates with limited or no full-time, post graduate work experience who intend to pursue a career working in data-oriented positions in industry and government. The program provides a solid foundation to support the continual learning necessary throughout their career to manage data, apply cutting-edge methodologies to transform data into insights, interpret and communicate data effectively, make recommendations, and manage implementations.

Admissions

Admissions Term Start: Fall only

Application Deadline: April 15

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Unofficial Transcripts
- Evidence of strong quantitative skills including the completion of an undergraduate introductory statistics course with a letter grade

of B or higher, and an undergraduate calculus course with a letter grade of B or higher.

- Resume
- Statement of Purpose
- 3 Letters of Recommendation
- GPA of 3.3 or better
- GMAT (old version), GMAT Focus Edition, or GRE scores at the 60th percentile or greater
 - GRE/GMAT waiver consideration for applicants with a graduate degree. Contact the Program Coordinator for eligibility.
- TOEFL score of at least 90, an IELTS score of at least 7.0, a Duolingo score of at least 110, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Language test score (see admissions criteria link below)

Permission to Continue: On a case by case basis, the MSBA admissions committee may consider students who do not meet the minimum GPA or GMAT/GRE standards, but may have relevant work experience or other qualifying factors for "Permission to Continue" in the program.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Master of Science in Business Analytics (MSBA) program requires 30 credit hours and includes the following courses (substitutions are allowed with the approval of the program coordinator)

Required Courses		Hours
Fall Term Required Courses		
BAN 500	Bus Intelligence & Data Visual	3
MIS 501	App Dev Data-Driven Org	3
MIS 502	DB Des & Mgt Data-Driven Org	3
OM 500	MGT Science & Spreadsheet Mod	3
ST 541	App Stat Mod Analytics I	3
Credit Hours Subtotal:		15
Spring Term Required Courses		
BAN 501	Predictive Model with Bus Appl	3
BAN 580	Business Analytics Capstone	3
OM 501	Adv App Model & Analysis	3
ST 542	App Stst Mod Analytics II	3
Credit Hours Subtotal:		12
Elective Course Hours (any graduate level CBA course with Coordinator Approval)		3
Total Hours		30

Footnotes

1. Course substitutions are allowed with the approval of the program coordinator.

Transfer Credit

Transfer credits are not considered for MSBA courses.

Graduate School information on Transfer Credit (p. 15).

Comprehensive Exam/Capstone Requirements

The MSBA program includes a mandatory Capstone Experiential Learning component in the program's last semester (BAN 580). This Capstone Project will require students to work in teams to:

- Design an analytical study and data collection tools.
- Use various software to manipulate and analyze data.
- Interpret and present the result of their analysis.
- Recommend strategies based on the results of their analysis for a case or a project provided by an industry partner.

The assignment will require the student teams to use the analytic concepts and software they have learned in the program to generate solutions for the assigned case or industry project. The student teams will be evaluated based on:

1. A comprehensive written report.
2. A formal presentation of their methodology, results, and recommendation(s).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

The Capstone project course is offered in the Spring. Thus, if a student has to withdraw during the Spring semester, they would need to retake the seminar class the following Spring to join a current team for the Capstone Project.

Graduate School Information Withdrawals and Leave of Absence. (p. 244)

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Business Cyber Security, Certificate

The Business Cyber Security (BCS) graduate certificate program provides students with a fundamental understanding of the principles and practices of cyber security in business and organizational settings. The objective of this certificate program is to introduce students to tools, techniques, and methods that aid cyber security professionals to participate in the full spectrum of security program planning, including security policy development and planning for incident response, business continuity, disaster recovery, and crisis management. The certificate will also provide students with the skills required for the more applied practices of network security, application security, threat detection analysis, prevention, and remediation.

Admissions

Application for admissions deadlines:

- Fall admit- August 10
- Spring admit- January 1

To be considered for admission, applicants must hold a bachelor's degree from an accredited college or university. Previous academic history, one letter of recommendation, demonstrated motivation and aptitude to undertake graduate-level work, and professional experience are all taken into consideration.

To apply, you must complete an application and provide transcripts from each undergraduate and graduate academic institution as well as a professional resume, one letter of recommendation from a person with relevant professional or academic standing concerning cyber security, and a statement of purpose. GMAT or GRE scores are not needed.

Current graduate students may combine their degree with a graduate certificate. Courses completed for the certificate may be applied towards the elective requirements.

Curricular Requirements

- All 12 credit hours earned in the BCS certificate program may be used directly in the Management Information Systems (M.S.) degree program.
- NOTE: Students who have completed a slash-listed 4XX course may not take the corresponding 5XX course for graduate credit (e.g., cannot complete MIS 405 and then take MIS 505 for graduate credit). Students may, however, re-take the 5XX course for the purpose of earning the graduate certificate.

BUSINESS CYBER SECURITY CERT		Hours
MIS 561	Applied Cyber Security	3
MIS 564	Org. Security Management	3
Credit Hours Subtotal:		6
Choose one course below		3
MIS 505	Enterprise Network & Security	
MIS 563	Behavioral Cyber Security	
Choose one course below		3
MIS 511	Management Information Systems	
MIS 566	Intro Cybercrime & Digital For	
Total Hours		12

Transfer Credit

No transfer credit is accepted. See the Graduate School's Policy on Transfer of Credit (p. 15).

Time Limit

See the Graduate's School Policy on Time Limits (p. 15).

Academic Misconduct Information

Student academic misconduct is not permitted. In the event of perceived academic misconduct, the University's Academic Misconduct Policy will be followed. More information is available here. (p. 7)

Withdrawal of Leave of Absence Information

Students who need to withdraw from a course at the university or take a leave of absence should contact their academic advisor within the Manderson Graduate School of Business. Additional information is available on the Graduate School website (p. 244) related to withdrawals and leaves of absence.

Academic Grievances Information

Academic grievances are addressed according to the "University-Wide Academic Grievance Procedures" outlines in the University of Alabama Faculty Handbook.

Grades and Academic Standing

See here for Graduate School Policy information (p. 28)

Data Analytics, Certificate

The Data Analytics (DA) graduate certificate program provides students with a fundamental understanding of statistical data analysis in a business environment. The objective of this certificate program is to introduce students to tools, techniques, and methods that aid data analytics professionals in properly identifying, evaluating, and analyzing which then supports effective decision-making to improve the strategic planning of firms in every aspect.

Admissions

To be considered for admission, applicants must hold a bachelor's degree from an accredited college or university. Previous academic history, letters of recommendation, demonstrated motivation and aptitude to undertake graduate-level work and professional experience are all taken into consideration.

To apply, you must complete an application and provide transcripts from each undergraduate and graduate academic institution as well as a professional resume, one letter of recommendation from an individual that can assess your readiness for a Master's level certificate program, and a statement of purpose. GMAT or GRE scores are not needed.

Current graduate students may combine their degree with a graduate certificate. Courses completed for the certificate may be applied towards elective requirements.

Curricular Requirements

- Prerequisites: demonstrated ability to handle quantitative material (ascertained from student application)
- Minimum Required Hours: 12 credit hours
 - All 12 credit hours earned in the DA certificate program may be used directly toward the completion of the Applied Statistics master's degree program.
- This certificate program is a small subset of its associated degree programs and is designed to be beneficial to students internal and

external to the degree programs. The certificate encapsulates a set of specialized knowledge and provides skills that the holder can use to improve their career possibilities or advance them in their current role.

DATA ANALYTICS CERT		Hours
Required Courses		
Choose between ST 560 or ST 509		3
ST 560	Statistical Methods	
ST 509	Stat For Business Appl	
ST 521	Statistical Data Management	3
ST 531	Data Mining I	3
Credit Hours Subtotal:		9
Elective- choose one course listed below		3
ST 522	Adv Statistical Data Mgt (Prereq ST 521)	
ST 532	Advanced Data Mining (Prereq ST 531)	
Total Hours		12

Transfer Credit

No transfer credit is accepted. See the Graduate School's Policy on Transfer of Credit (p. 15).

Time Limit

See the Graduate's School Policy on Time Limits (p. 15).

Academic Misconduct Information

Student academic misconduct is not permitted. In the event of perceived academic misconduct, the University's Academic Misconduct Policy will be followed. More information is available here. (p. 7)

Withdrawal of Leave of Absence Information

Students who need to withdraw from a course at the university or take a leave of absence should contact their academic advisor within the Manderson Graduate School of Business. Additional information is available on the Graduate School website (p. 244) related to withdrawals and leaves of absence.

Academic Grievances Information

Academic grievances are addressed according to the "University-Wide Academic Grievance Procedures" outlines in the University of Alabama Faculty Handbook.

Grades and Academic Standing

See here for Graduate School Policy information (p. 28)

Information Systems Solutions, Certificate

The Information Systems Solutions (ISS) graduate certificate program provides students with little or no information systems industry experience with critical knowledge, skills, and abilities in leading the definition, creation, and deployment of systems serving businesses and other organizations. This includes both planning and managing systems projects and making direct technical contributions to those systems. Expressed in more detail, this includes creating and aligning information technology (IT) strategies, determining systems requirements and designs, planning and executing project work,

directly developing software capabilities, and creating architectures and deployment processes to deliver these systems capabilities to organizations. In addition to these technical skills, the program emphasizes soft skills, including communication, teamwork, negotiations, and ethical behavior.

Admissions

Application for admissions deadlines:

- Fall admit- August 10
- Spring admit- January 1

To be considered for admission, applicants must hold a bachelor’s degree from an accredited college or university. Previous academic history, one letter of recommendation, demonstrated motivation and aptitude to undertake graduate-level work, and professional experience are all taken into consideration.

To apply, you must complete an application and provide transcripts from each undergraduate and graduate academic institution as well as a professional resume, one letter of recommendation from a person with relevant professional or academic standing concerning solutions delivery, and a statement of purpose. GMAT or GRE scores are not needed.

Current graduate students may combine their degree with a graduate certificate. Courses completed for the certificate may be applied towards elective requirements.

Curricular Requirements

- Prerequisites: Requirement of prior programming and database courses/skills: Students must have completed: A) two undergraduate programming courses equivalent to UA courses MIS 221 and MIS 321 and B) an undergraduate database course OR demonstrate equivalent knowledge via professional experience or direct demonstration of skills to faculty.
 - Minimum Required Hours: 12 credit hours
 - All 12 credit hours earned in the ISS certificate program may be used directly in the Management Information Systems (M.S.) degree program.
- The overlap of the certificate with the associated degree program is intentional as the certificate may serve as a stepping stone to the full degree program for those that are non-degree students. This is a stackable credentials approach to graduate education that offers individuals knowledge advancement and flexibility.

INFO SYSTEMS SOLUTIONS CERT		Hours
Required Courses		
MIS 520	Systems Analysis And Design	3
MIS 521	Enterprise App Development (Prereqs: MIS 321 & MIS 330)	3
MIS 525	Informatn Systems Project Mgt	3
Credit Hours Subtotal:		9
Choose one course from the list below		3
MIS 511	Management Information Systems ¹	
MIS 530	Sys Development/Implementation ¹	
Total Hours		12

Footnotes

¹ MIS 511 Management Information Systems only for MBA and Non-Manderson students
MIS 530 Sys Development/Implementation only for MS-MIS students

Transfer Credit

No transfer credit is accepted. See the Graduate School’s Policy on Transfer of Credit (p. 15).

Time Limits for Degree Completion

See the Graduate’s School Policy on Time Limits (p. 15).

Academic Misconduct

See the university policy on academic misconduct (p. 7).

Withdrawals and Leave of Absence

See the Graduate School policy on withdrawals and leave of absence (p. 244).

Academic Grievances

See the university policy on academic grievances (p. 255).

Grades and Academic Standing

See the Graduate School policy on Grades and Academic Standing (p. 28).

Management Information Systems, MS

The Master of Science in Management Information Systems (MS-MIS) program emphasizes the development of students’ information technology (IT) leadership skills. Students admitted to the MS-MIS build on the foundation of a four-year undergraduate major in Management Information Systems (MIS), Computer Information Systems (CIS), Computer Science (CS), or a closely related field, enabling MS-MIS students to focus on advanced courses in solutions delivery, cyber security, and IT strategy. Further, students develop their problem identification, critical solution creation, and communications abilities via the execution of experiential projects and a research paper focused on practical, relevant industry topics.

The MS-MIS is an on-campus program requiring 30 hours of coursework. It is offered in both traditional and Accelerated Master’s Program (AMP) versions.

The MS-MIS is not a STEM-designated program for purposes of Optional Practical Training (OPT). Therefore, students completing this degree qualify for a maximum 12-month Optional Practical Training (OPT) F-1 visa.

Admissions Requirements

Applicants are expected to hold a four-year undergraduate major in Management Information Systems (MIS), Computer Information Systems (CIS), Computer Science (CS), or a closely related field, at the time of enrollment. If a student’s major is not through a business school, there should be evidence of the completion of business school core education courses or equivalent work experience.

- Admission Terms for Traditional Students: Fall, Spring
- AMP Students: Fall, Spring; upon acceptance into AMP Program

Deadline for Regular Admission Applications:

- May 1- Spring Admit Term
- Nov 1- Fall Admit Term

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- 3 Letters of Recommendation
- GPA of 3.3 or higher on 4.0 scale
- GRE score of at least 307 (verbal + quantitative), a GMAT score of at least 580, or a GMAT Focus Edition score of at least 485.
 - GRE/GMAT Score Waiver: Any student who previously graduated with a BS degree from The University of Alabama and has a graduation date within five calendar years of the date application is submitted can be considered for a GRE/ GMAT waiver. *Contact MIS program director for additional information.*
- TOEFL score of at least 90, an IELTS score of at least 7.0, a Duolingo score of at least 110, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Language test score (see admissions criteria link below).

Students who do not meet these requirements, but who excel in other areas, may be considered for "Admission with Permission to Continue" if they have a GPA greater than 3.0 in the last 60 credit hours.

Accelerated Master's Program (AMP) students must meet the minimum admission requirements as listed in the AMP section of this catalog.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Completion of 30 hours of graduate-level credit via a course plan approved by the MS-MIS Program Director.

Required Core Courses		Hours
MIS 505	Enterprise Network & Security	3
MIS 520	Systems Analysis And Design	3
MIS 530	Sys Development/Implementation	3
MIS 535	Information Systems Consulting	3
MIS 598	Res In Management Info Systems	3
Credit Hours Subtotal:		15
Electives		15
(Choose at least 9 credit hours from any MIS 500-level or MIS 600-level course, and 6 hours from the non-MIS electives list below) Program Coordinator approval needed for other course selections		
Total Hours		30

Footnotes

- ¹ At the sole discretion of the Program Director of MS-MIS, and on a case-by-case basis, required courses may be replaced or eliminated. Contact the Program Coordinator for approval.

Approved Non-MIS Electives

Non-MIS Electives		Hours
Choose 2 courses from the list below		
MGT 488	Cyber Security Strategy	3
MGT 512	Management Presentations	3
MGT 517	Leadership & Ethics	3
MGT 520	Change Management	3

MGT 522	Leadership Communication	3
MGT 552	Project Mgmt & Consulting	3
MGT 556	Data Visualization	3
MGT 582	New Venture Development	3
MGT 586	Small Business Consulting	3
ST 540	Stat Prog & Comp with R	3
ST 545	Intro Stat Learn & Data Mining	3
ST 547	Data Vis and Analytics in R	3
ST 560	Statistical Methods	3
OM 525	Effective Quality Management	3
MKT 489	Managing Customer Data	3
MKT 510	Prod Design Marketing Strategy	3
MKT 537	Personal Selling	3
MKT 542	Digital/Social Media Analytics	3
MKT 543	Adv Digital and Social Media	3

Or any other graduate level course with MS-MIS Program Director approval.

Transfer Credit

Transfer credit must meet UA's transfer credit policy and be approved by the MS-MIS Program Director.

Graduate School information on Transfer Credit (p. 7).

Accelerated Master's Program

The MS-MIS AMP program allows qualified undergraduate students to begin taking graduate courses during their senior year of undergraduate study. Students who have not graduated with their undergraduate degree are not eligible for graduate assistantships or graduate student scholarships.

Further information on the Accelerated Master's Program (p. 7).

Comprehensive Exam/Capstone

The MS-MIS Capstone Project consists of two requirements.

Research Paper - This requirement is completed in MIS 598 Res In Management Info Systems. The research paper requirement is satisfied by the successful completion of an industry-relevant "policy and practice" paper which focuses on developing and demonstrating the student's ability to:

- Recognize and interpret information systems/ information technology trends to examine their potential value and impacts in order to evaluate opportunities to formulate novel uses of those technologies.
- Explain and support findings and recommendations in writing.

Capstone Project - This requirement is completed via the integrated course offerings of MIS 530 Sys Development/ Implementation and MIS 535 Information Systems Consulting. The capstone project requirement focuses on developing and demonstrating the student's ability to:

- Identify business problems to sketch and analyze opportunities for digital transformation, including valuing them to formulate effective systems solutions.

- Via an understanding of requirements principles, apply those principles to analyze business requirements to evaluate alternatives in order to design effective solutions.
- Explain and support findings and recommendations orally.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

Student's progress is reviewed at the end of each semester against the following standards:

- Cumulative GPA 3.5 or better in all coursework for second and subsequent semesters after admission to the MS-MIS program.
- Most recently completed semester GPA 3.3 or better in all coursework.
- No grades of C or lower in graduate-level coursework.

At the end of each semester, for any student not meeting all the criteria above, the following actions may be implemented at the sole discretion of the MS-MIS Program Director:

- First semester in which any criteria not met: student placed on Academic Probation.
- Subsequent semester after Academic Probation, if any criteria not met: student dismissed from the MS-MIS program.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Graduate School information on Graduation information (p. 15)

Operations Management, MS

Operations management focuses on the analysis, design, and management of the operations that produce and deliver goods and services. It applies structured, quantitative techniques to analyze and design business operations and to support effective business decision making. Operations management helps evaluate and select actions based on information, process analysis, and quantitative modeling. There are tremendous opportunities for the effective application of these tools, techniques, and methods in a wide range of business operations including service operations, manufacturing, distribution, transportation,

logistics, supply chain management, revenue management, quality management, finance, human resources, information systems, marketing, and strategic planning. Operations management can be effectively applied to virtually every component of an organization. The OM master's degree program features two curriculum options, operations management and operations management with the decision analytics concentration.

Admissions

Traditional OM MS students: Applications accepted year-round
In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- 3 Letters of Recommendation. One letter must be written by an individual holding a graduate degree.
- GRE score of at least 307, a GMAT (old version) score of at least 580, or a GMAT Focus Edition score of 545.
 - GRE/GMAT Score Waiver: Any student who previously graduated with a BS in OM from The University of Alabama and has a graduation date within five calendar years of the date application is submitted can be considered for a GRE/GMAT waiver. *Contact OM program coordinator for additional information.*
- Grade of B- or higher in Calculus I (The University of Alabama equivalent is MATH 121)
- TOEFL score of at least 90 or an IELTS score of at least 7.0 for non-native English speakers who are required to submit an English Language test score (see admissions criteria link below).
 - Please note that this program does not accept Duolingo or PTE test scores.

Students who do not meet these requirements, but who excel in other areas, may be considered for "Admission with Permission to Continue."

Accelerated Master's Program (AMP) students must meet the minimum admission requirements as listed in the AMP section of this catalog.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Operations Management

The program consists of 30 hours of coursework which students can complete in 12 to 24 months starting in the summer semester. All students are expected to complete the program within 24 months. Students may choose between the OM (Traditional) or the OM (with Decision Analytics concentration) curriculum options. The program has a common 9-credit hour core. Students then fulfill the remaining 21 credit hours according to their chosen curriculum option. Regardless of the chosen curriculum option, elective courses allow students to obtain additional instruction in other subjects such as project management, supply chain strategy, quality management, amongst others.

Required Core Courses		Hours
ST 560	Statistical Methods	3
OM 500	MGT Science & Spreadsheet Mod	3
OM 540	Systems Simulation	3
Credit Hours Subtotal:		9

Choose either OM (Traditional) or OM (with Decision Analytics Concentration) 21

Operations Management (Traditional)

OM (Traditional) Required Courses		Hours
OM 517	Supply Chain Modeling & Analysis	3
OM 522	Operations Scheduling Problems	3
OM 523	Inventory Management	3
OM 527	Purchasing and Sourcing	3
OM 525	Effective Quality Management	3
Credit Hours Subtotal:		15
Approved Electives, choose two		6
AC 506	Concepts Financial Managrl Acc	
EC 500	Managerial Economics	
FI 504	Financial Management for MBA	
IBA 550	Global Business	
IBA 555	Global Market Management	
MGT 517	Leadership & Ethics	
GBA 525	Business Policy	
IBA 560	Adv. Import/Export Strategy	
OM 596	Capstone Project	
OM 524	Mfg Sched & Control Systems	
Required Core Courses		9
Or other electives with program coordinator approval.		
Total Hours		30

Operations Management (with Decision Analytics Concentration)

The Operations Management (with Decision Analytics Concentration) master's degree combines the prescriptive modeling and analytical skills obtained from the Operations Management program with the data management and data mining skills offered in the Applied Statistics program.

This option consists of 10 courses overall: five from Operations Management and five from Applied Statistics. These 10 courses are organized as follows:

Decision Analytics Concentration Required Courses		Hours
ST 521	Statistical Data Management	3
ST 522	Adv Statistical Data Mgt	3
ST 531	Data Mining I	3
ST 532	Advanced Data Mining	3
Approved Electives (choose 3 from the list below)		9
OM 517	Supply Chain Modeling & Analysis	
OM 522	Operations Scheduling Problems	
OM 523	Inventory Management	
OM 524	Mfg Sched & Control Systems	
OM 525	Effective Quality Management	
OM 527	Purchasing and Sourcing	
Required Core Classes		9
Total Hours		30

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program

Information on the Accelerated Master's Program (p. 7).

Comprehensive Exam/Capstone

- The MSOM Written Comprehensive Exam (WCE) consists of two parts: Course exams and case studies, and is administered through Blackboard Learn during a 7-day period approximately 5-6 weeks prior to Commencement:

(1) For course exams, each student must choose three courses among OM 517, OM 522, OM 523, OM 524, OM 527, and OM 540, and must take those three course exams. The WCE course exams will only include topics that have been covered during the first 10 weeks of these courses, so courses in which students are currently enrolled are eligible choices. Each course exam must be completed within a 1-hour period (of the student's choice) during this 7-day period. All exams are open-book, open-note exams.

(2) The case study part of the exam is not timed, and the students can work on it at any time during this 7-day period.

The MSOM program has four Student Learning Outcomes (SLOs):

(1) Recognition, identification, and definition of an operational problem or process improvement.

(2) Selection of appropriate tools and techniques to achieve desired improvement.

(3) Correct and complete application of tools and techniques to achieve desired improvement.

(4) Satisfactory communication of technical subject matter.

The course exams assess SLOs 2 and 3; the case studies assess SLOs 1 and 4.

An overall score of 70% or higher (averaged over the three course exams and the case study exam) is considered passing. Any other score is considered failing. Note that per the University of Alabama policy, "Failing the exam twice will result in dismissal from the degree program and the Graduate School." If you fail your first attempt, you have the option of taking the WCE for a second (and last) time during the same semester. The second WCE will be given only for those courses for which your original score was below 70%. An overall score of 70% or higher (averaged over the three course exams and the case study exam, with the revised score(s) used if the exam is retaken) is still needed for passing.

Once the student applies for graduation (typically during the first two weeks of the academic semester they are expected to graduate), WCE dates and detailed course-specific information will be provided.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Operations Management, Ph.D.

Operations management focuses on the analysis, design, and management of the operations that produce and deliver goods and services. It applies structured, quantitative techniques to analyze and design business operations and to support effective business decision making. Operations management helps evaluate and select actions based on information, process analysis, and quantitative modeling. There are tremendous opportunities for the effective application of these tools, techniques, and methods in a wide range of business operations including service operations, manufacturing, distribution, transportation, logistics, supply chain management, revenue management, quality management, finance, human resources, information systems, marketing, and strategic planning. Operations management can be effectively applied to virtually every component of an organization.

Admissions

The program generally admits two to four applicants each year, depending on the availability of financial support and the overall current enrollment. This policy ensures that each doctoral student will have adequate support from the faculty.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- 3 Letters of Recommendation
- GRE score of at least 312 (verbal + quantitative), a GMAT (old version) score of at least 600, or GMAT (new version) of at least 555.
- TOEFL score of at least 94, an IELTS score of at least 7.0, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Language test score (see admissions criteria link below)
 - Please note that this program does not accept a Duolingo Test score.

Students who do not meet these requirements, but who excel in other areas, may be considered for Admission with Permission to Continue.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Students admitted to the program must complete 36 coursework hours and 24 dissertation hours to fulfill graduation requirements. In addition to curriculum hours, students must pass a two-stage qualifying exam.

OM, PhD Program Hours		Hours
OM 540	Systems Simulation	3
OM 600	Linear Program: Theory & Appli	3
OM 601	Stochastic Decision Models	3
OM 602	Nonlinear Modeling & Optimiztn	3
OM 603	Integer Model and Optimization	3
OM 620	Production Management Models	3
ST 560	Statistical Methods	3
ST 554	Math Statistics I	3
Required Core Hours		24
Approved Electives		12
OM 517	Supply Chain Modeling & Analys	3
OM 522	Operations Scheduling Problems	3
OM 523	Inventory Management	3
OM 524	Mfg Sched & Control Systems	3
OM 527	Purchasing and Sourcing	3
OM 697	Special Topics	1-6
MIS 541	Business Analytic Support Sys	3
ST 552	Applied Regression Analy	3
ST 555	Math Statistics II	3
ST 561	Applied Design Expermnts	3
CS 503	Programming Languages	3
CS 565	Artificial Intelligence	3
CS 570	Computer Algorithms	3
EC 573	Games and Decisions	3
EC 660	Game Theory	3
CE 554	Urban Transportation Planning	3
CE 655	Sustainable Transportation	3
Or other electives with advisor approval.		
Dissertation Research Hours (OM 699 - with advisor approval, distributed appropriately throughout the program)		24
Total Hours		60

Footnotes

- ¹. OM 695 Operations Management Seminar (1 hr.); required every semester of Ph.D. program.

Transfer Credit

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School Information on the Doctoral Plan of Study can be found here (p. 21).

Comprehensive Exams

Students must pass a two-stage qualifying exam. The first stage exam, known as the First-Year Individual Review of Scholarship and Teaching (FIRST Review), occurs at the end of the first year in the program. The FIRST Review measures the student's competency based on the

FYRE written and oral presentation, classroom performance, and TA performance.

The Second stage exam, known as the Research Qualification Exam (RQE), typically occurs during the second year in the program. The RQE measures the student's ability to review, analyze and conduct doctoral-level research. The exam consists of a research paper and presentation by the student. Failure to pass the WQE or RQE will result in the student's dismissal from the program.

Admission to Candidacy Requirements

Students may apply for candidacy after passing the two-stage qualifying exam.

Continuous Enrollment Policy

See Graduate School Policy for more information. (p. 21)

Dissertation Requirements

Dissertation Committee:

Together with the advisor, the candidate must select a dissertation committee (on, or before, the end of the student's third year) consisting of the dissertation chairperson (usually the advisor) and at least four other graduate faculty, at least one of whom must be outside the Operations Management program and the ISM Department. The dissertation committee is responsible for admission of the student to candidacy, supervision of the dissertation, and administration of the final oral examination. Failure to form a dissertation committee by the beginning of the fourth year in the doctoral program may result in the student's dismissal from the program.

Proposal Defense:

Students should defend their dissertation proposal by the end of the third year/beginning of the fourth year. The proposal usually focuses on the already obtained findings and plans regarding research yet to be accomplished. The proposal defense is a public presentation and the student is expected to be able to address the questions and concerns of the dissertation committee and other attendees. If a student fails to defend their proposal defense, they may be given a second chance. Failure to successfully defend in the second attempt may result in dismissal.

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Supply Chain Analytics, Certificate

The Supply Chain Analytics (SCA) graduate certificate program provides students with a fundamental understanding of the complex relationships involved in a supply chain and techniques related to their analysis.

The objective of this certificate program is to introduce students to tools, techniques, and methods that aid supply chain professionals in properly identifying, evaluating, and analyzing supply chain issues, which then supports effective decision-making to improve the efficiency and productivity of firms that compose a complex supply chain.

Admissions

To be considered for admission, applicants must hold a bachelor's degree from an accredited college or university. Previous academic history, a letter of recommendation, having earned a B- or higher in a Calculus course, having demonstrated motivation and aptitude to undertake graduate-level work, and professional experience are all taken into consideration.

To apply, you must complete an application and provide transcripts from each undergraduate and graduate academic institution as well as a professional resume, one letter of recommendation from an individual who can assess your readiness for a Master's level certificate program, and a statement of purpose. GMAT or GRE scores are not needed.

Current graduate students may combine their degree with a graduate certificate. Courses completed for the certificate may be applied towards the elective requirements.

Curricular Requirements

- Minimum Required Hours: 12 credit hours
- All 12 credit hours earned in the SCA certificate program may be used directly toward the completion of the MS Operations Management degree program.
- The overlap of the certificate with the associated degree program is intentional as the certificate may serve as a stepping stone to the full degree program for those who are non-degree students. This is a stackable credentials approach to graduate education that offers individuals knowledge advancement and flexibility.

SUPPLY CHAIN ANALYTICS CERT		Hours
Choose either ST 560 OR ST 509		3
ST 560	Statistical Methods	
ST 509	Stat For Business Appl	
Choose either OM 500 OR OM 506		3
OM 500	MGT Science & Spreadsheet Mod	
OM 506	Business Spreadsheet Analytics	
OM 517	Supply Chain Modeling & Analys	3

OM 527	Purchasing and Sourcing	3
Total Hours		12

Transfer Credit

No transfer credit is accepted. See the Graduate School's Policy on Transfer of Credit (p. 15).

Time Limit

See the Graduate's School Policy on Time Limits (p. 15).

Academic Misconduct Information

Student academic misconduct is not permitted. In the event of perceived academic misconduct, the University's Academic Misconduct Policy will be followed. More information is available here. (p. 7)

Withdrawal of Leave of Absence Information

Students who need to withdraw from a course at the university or take a leave of absence should contact their academic advisor within the Manderson Graduate School of Business. Additional information is available on the Graduate School website (p. 244) related to withdrawals and leaves of absence.

Academic Grievances Information

Academic grievances are addressed according to the "University-Wide Academic Grievance Procedures" outlines in the University of Alabama Faculty Handbook.

Grades and Academic Standing

See here for Graduate School Policy information (p. 28)

Department of Management

- Majors
 - Management, MA (p. 470)
 - Management, PhD (p. 473)

Interim Department Head

- Dr. Jef Naidoo

Master's Program Coordinator

- Professor Jan Jones

PhD Program Coordinator

- Dr. Vishal Gupta

Management

MGT512 Management Presentations

Hours 3

Instruction and practice of information presentation in a business environment. Topics include conference room presentations, media briefings, team presentations, television interviews and audiovisual development.

MGT517 Leadership & Ethics

Hours 3

This course is an overview of leadership theory and models including discussions of ethical issues that corporate decision makers face.

General Business Admin

GBA515 Effective Negotiations

Hours 3

This course will employ negotiations exercises, expert guest speakers and additional readings to help students master negotiation skills.

GBA525 Business Policy

Hours 3

An integrative study of the manager's role as chief strategy maker and chief strategy implementer, using case analysis and management simulation techniques.

International Business Administration Courses

IBA550 Global Business

Hours 1-3

A seminar emphasizing the environmental factors affecting international business operations, and studying different economic, social, cultural, legal, and other environmental conditions and their influence on both the formulation and execution of business policy of firms engaged in multinational business.

IBA555 Global Market Management

Hours 3

The object of this course is to investigate the effects of cultural similarities and differences on marketing practices worldwide. Also examined are the effects of market idiosyncrasies on globally oriented products, promotion, pricing, and distribution strategies.

[View All Courses](#)

Management, MA

The Master of Arts in Management is offered in three formats: online, hybrid, and accelerated.

Online Format

The online format features concentrations in Global Business Management and Human Resources Analytics, where all classes are offered online. This flexible program is designed for supervisors, administrators, coordinators, managers, military personnel, and others who seek to advance their awareness of the impact of evolving opportunities in the workplace or who have developed the need for more advanced management skills in their current positions.

Hybrid Format

The hybrid format features concentrations in Global Business Management, Human Resources Analytics, and Strategic Innovation, Entrepreneurship, and Growth, where classes are offered either on campus or online (with some courses offered in both formats). The hybrid program is meant to combine on-campus as well as online coursework for residential students. This program prepares students for a variety of positions as managers, entrepreneurs, or human resource professionals.

Accelerated Format

The accelerated format is for talented undergraduate management majors allowing them to combine both undergraduate and graduate studies through double counting up to 12 hours of graduate course to both the graduate and undergraduate degrees.

The Accelerated Masters Program (AMP) in Management is only available to main campus students.

Admissions Requirements

Application Deadline for Traditional MGT, MA students (main campus only):

- Oct 15, for Spring term start
- Apr 15, for Summer & Fall term start

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- 3 Letters of Recommendation
- GRE score of at least 300 (verbal + quantitative), a GMAT (old version) score of at least 500, or GMAT (new version) score of at least 485.
 - Test score waivers may be granted if the applicant: 1) already has a graduate degree from an accredited university, or 2) has at least 10 years of management experience.
- TOEFL score of at least 79, or an IELTS score of at least 6.5, a Duolingo score of at least 110, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Language Test score (see admissions criteria link below).

Students who do not meet these requirements, but who excel in other areas, may be considered for Admission with Permission to Continue.

Accelerated Master's Program (AMP) students must meet the minimum admission requirements as listed in the AMP section of this catalog.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The MA degree features 15 hours of core courses, which is common across all three concentrations, and 15 hours of courses residing in the selected concentration (including one or two elective courses).

Required Core Courses		Hours
MGT 517	Leadership & Ethics	3
MGT 537	Strategic HR Management	3
AC 506	Concepts Financial Managrl Acc	3
IBA 550	Global Business	3
GBA 525	Business Policy (Global Capstone Course)	3
Concentrations (choose Global Business Management, Human Resources Analytics, or Strategic Innovation, Entrepreneurship and Growth)		15
Total Hours		30

Global Business Management Concentration

The Global Business Concentration is offered entirely online, in a hybrid format, or as part of the Accelerated Master's Program (AMP).

Required Concentration Classes		Hours
IBA 555	Global Market Management	3
IBA 560	Adv. Import/Export Strategy	3
ST 560	Statistical Methods	3
Electives Courses		6
choose any 2 courses from the list below		

Required Core Hours		15
Total Hours		30
Approved Electives: Choose two from the list below.		Hours
MGT 512	Management Presentations	3
MGT 520	Change Management	3
MGT 522	Leadership Communication	3
MGT 526	Strategic Analytics	3
MGT 531	Employee Recruitment/Selection	3
MGT 534	Training and Development	3
MGT 539	Work Flow Analytics	3
MGT 542	Management Communication	3
MGT 552	Project Mgmt & Consulting	3
MGT 582	New Venture Development	3
MGT 556	Data Visualization	3
MGT 586	Small Business Consulting	3
GBA 515	Effective Negotiations	3
GBA 526	Competitive Strategy	3
MKT 510	Prod Design Marketing Strategy	3
MKT 518	Mkting Mgmt & Decision Making	3
MKT 530	Advanced Marketing Analysis	3
MKT 531	Consumer Insights	3
MKT 537	Personal Selling	3
MKT 538	Sales Management	3
MKT 539	Customer Relationship Mgt	3
MKT 540	Intro to Digital/Social Media	3
MKT 542	Digital/Social Media Analytics	3
MKT 543	Adv Digital and Social Media	3
MKT 587	Advanced Market Strategies	3
EC 500	Managerial Economics	3
EC 508	Microeconomic Theory	3
EC 509	Macroeconomic Theory/Policy	3
FI 504	Financial Management for MBA	3
FI 510	Financial Management	3
OM 500	MGT Science & Spreadsheet Mod	3
OM 501	Adv App Model & Analysis	3
OM 506	Business Spreadsheet Analytics	3
OM 516	Operations Management	3
OM 517	Supply Chain Modeling & Analys	3
OM 522	Operations Scheduling Problems	3
OM 523	Inventory Management	3
OM 524	Mfg Sched & Control Systems	3
OM 525	Effective Quality Management	3
OM 527	Purchasing and Sourcing	3
OM 540	Systems Simulation	3
MIS 501	App Dev Data-Driven Org	3
MIS 502	DB Des & Mgt Data-Driven Org	3
ST 509	Stat For Business Appl	3
ST 521	Statistical Data Management	3
ST 531	Data Mining I	3
ST 540	Stat Prog & Comp with R	3
ST 545	Intro Stat Learn & Data Mining	3
ST 547	Data Vis and Analytics in R	3

ST 550	Stat Methods In Res I	3
ST 560	Statistical Methods	3
AC 501	Basic Acctg Managrl Finan Cont	3
AC 502	Acctng Management Decisions	3
Or any other 500 level course with faculty approval		

Human Resources Analytics Concentration

The Human Resources Analytics Concentration is offered entirely online, in a hybrid format, or as part of the Accelerated Master's Program (AMP).

Required Concentration Courses		Hours
MGT 531	Employee Recruitment/Selection	3
MGT 534	Training and Development	3
MGT 539	Work Flow Analytics	3
Elective Courses		6
choose any 2 courses from the list below		
Required Core Hours		15
Total Hours		30

Approved Electives: Choose two from the list below.

		Hours
MGT 512	Management Presentations	3
MGT 520	Change Management	3
MGT 522	Leadership Communication	3
MGT 526	Strategic Analytics	3
MGT 542	Management Communication	3
MGT 552	Project Mgmt & Consulting	3
MGT 582	New Venture Development	3
MGT 586	Small Business Consulting	3
GBA 515	Effective Negotiations	3
GBA 526	Competitive Strategy	3
IBA 555	Global Market Management	3
IBA 560	Adv. Import/Export Strategy	3
MKT 510	Prod Design Marketing Strategy	3
MKT 518	Mkting Mgmt & Decision Making	3
MKT 530	Advanced Marketing Analysis	3
MKT 531	Consumer Insights	3
MKT 537	Personal Selling	3
MKT 538	Sales Management	3
MKT 539	Customer Relationship Mgt	3
MKT 540	Intro to Digital/Social Media	3
MKT 542	Digital/Social Media Analytics	3
MKT 543	Adv Digital and Social Media	3
MKT 587	Advanced Market Strategies	3
EC 500	Managerial Economics	3
EC 508	Microeconomic Theory	3
EC 509	Macroeconomic Theory/Policy	3
FI 504	Financial Management for MBA	3
FI 510	Financial Management	3
OM 500	MGT Science & Spreadsheet Mod	3
OM 501	Adv App Model & Analysis	3
OM 506	Business Spreadsheet Analytics	3
OM 516	Operations Management	3

OM 517	Supply Chain Modeling & Analys	3
OM 522	Operations Scheduling Problems	3
OM 523	Inventory Management	3
OM 524	Mfg Sched & Control Systems	3
OM 525	Effective Quality Management	3
OM 527	Purchasing and Sourcing	3
OM 540	Systems Simulation	3
ST 509	Stat For Business Appl	3
ST 521	Statistical Data Management	3
ST 531	Data Mining I	3
ST 540	Stat Prog & Comp with R	3
ST 545	Intro Stat Learn & Data Mining	3
ST 547	Data Vis and Analytics in R	3
ST 550	Stat Methods In Res I	3
ST 560	Statistical Methods	3
MIS 501	App Dev Data-Driven Org	3
MIS 502	DB Des & Mgt Data-Driven Org	3
AC 501	Basic Acctg Managrl Finan Cont	3
AC 502	Acctng Management Decisions	3
Or any other 500 Level 3 credit hour course with faculty approval		

Strategic Innovation, Entrepreneurship and Growth Concentration

This concentration is offered in a hybrid format or as part of the Accelerated Master's Program (AMP).

Required Concentration Courses		Hours
MGT 582	New Venture Development	3
MGT 586	Small Business Consulting	3
FI 504	Financial Management for MBA	3
MKT 510	Prod Design Marketing Strategy	3
Elective Courses		3
choose 1 course from the list below		
Required Core Hours		15
Total Hours		30

Approved Electives: Choose one from the list below

		Hours
MGT 512	Management Presentations	3
MGT 520	Change Management	3
MGT 522	Leadership Communication	3
MGT 526	Strategic Analytics	3
MGT 531	Employee Recruitment/Selection	3
MGT 534	Training and Development	3
MGT 539	Work Flow Analytics	3
MGT 542	Management Communication	3
MGT 552	Project Mgmt & Consulting	3
MGT 582	New Venture Development	3
MGT 556	Data Visualization	3
GBA 515	Effective Negotiations	3
GBA 526	Competitive Strategy	3
IBA 555	Global Market Management	3
IBA 560	Adv. Import/Export Strategy	3
MKT 510	Prod Design Marketing Strategy	3

MKT 518	Mktng Mgmt & Decision Making	3
MKT 530	Advanced Marketing Analysis	3
MKT 531	Consumer Insights	3
MKT 537	Personal Selling	3
MKT 538	Sales Management	3
MKT 539	Customer Relationship Mgt	3
MKT 540	Intro to Digital/Social Media	3
MKT 542	Digital/Social Media Analytics	3
MKT 543	Adv Digital and Social Media	3
MKT 587	Advanced Market Strategies	3
EC 500	Managerial Economics	3
EC 508	Microeconomic Theory	3
EC 509	Macroeconomic Theory/Policy	3
FI 510	Financial Management	3
OM 500	MGT Science & Spreadsheet Mod	3
OM 501	Adv App Model & Analysis	3
OM 506	Business Spreadsheet Analytics	3
OM 516	Operations Management	3
OM 517	Supply Chain Modeling & Analys	3
OM 522	Operations Scheduling Problems	3
OM 523	Inventory Management	3
OM 524	Mfg Sched & Control Systems	3
OM 525	Effective Quality Management	3
OM 527	Purchasing and Sourcing	3
OM 540	Systems Simulation	3
ST 509	Stat For Business Appl	3
ST 521	Statistical Data Management	3
ST 531	Data Mining I	3
ST 540	Stat Prog & Comp with R	3
ST 545	Intro Stat Learn & Data Mining	3
ST 547	Data Vis and Analytics in R	3
ST 550	Stat Methods In Res I	3
ST 560	Statistical Methods	3
MIS 501	App Dev Data-Driven Org	3
MIS 502	DB Des & Mgt Data-Driven Org	3
AC 501	Basic Acctg Managrl Finan Cont	3
AC 502	Acctng Management Decisions	3
Any other 500 level 3 credit hour course with faculty approval		

Transfer Credit

Up to 6 hours of graduate credits in business courses will be considered.

Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program

The AMP program allows qualified undergraduate students to begin taking graduate courses during their senior year of undergraduate study. The number of credit hours that can fulfill both undergraduate and graduate degree requirements varies by concentration.

Further information on the Accelerated Master's Program (p. 7).

Comprehensive Exam/Capstone Project

The Management Capstone Project takes place within GBA 525 Business Policy.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

The MA in Management Program expects qualified student applicants to be self-funded or be funded by their employer or government. The MA in Management Program does not offer funding to international or domestic students applying to the program.

Management, Ph.D.

The Ph.D. in Management is a rigorous four-to-five year program preparing students for careers in management and higher education. Students enter into a research-oriented program centered on the development of top-level business professionals and educators. The mission of the doctoral program in Management is to advance the careers of students with research and teaching skills who can continue the creation, verification, application, and dissemination of knowledge to academic colleagues, future generations of students and business professionals.

The Ph.D. Program in Management faculty supports students interested in:

- Human Resources
- Entrepreneurship
- Organizational Behavior
- Person-Organizational Fit
- Employee Well-Being
- Leadership
- Training
- Group and Team Processes
- Work-life Balance
- Strategic Human Capital
- Strategic Management
- Workplace Stress
- Business and Managerial Communication

- Healthcare Analytics
- Cybersecurity
- International Business

Admissions

Applicants are admitted into the Ph.D. program in Management annually for the fall semester. All completed applications received by January 1 of that year, meeting the minimum qualifications, will be included in the applicant pool for review. In exceptional circumstances, applicants may be considered for admission in other semesters.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A resume
- A Statement of Purpose that identifies faculty research interests that appeal to them.
- 3 letters of recommendation. These must speak specifically to the ability of the applicant to successfully complete the Ph.D. program and their potential for teaching and research.
- A writing sample is encouraged (solely authored by the applicant; an example of scholarly research, if available)
- A test score from either the GMAT or GRE exam taken in the past 5 years
- A TOEFL score of at least 79, or an IELTS score of at least 6.5, a Duolingo score of at least 110, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Language Test score (see admissions criteria link below).

Students admitted “with permission to continue” will not necessarily be offered assistantships.

- While there are no absolute minimum cutoff test scores or grades, students with less than the following scores are rarely admitted: (1) a 3.0 undergraduate and a 3.5 graduate grade-point average (or equivalent for students with degrees from other countries), (2) a 600 GMAT (old version), 555 GMAT Focus Edition, or 310 GRE score with a reasonable balance between verbal and quantitative scores, and (3) a 79 TOEFL score. The above grades and test scores do not guarantee admission.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Each student is required to complete at least three quantitative courses, specifically MKT 688 Quant Modeling in Marketing and MGT 690 Research Methods I and MGT 691 Research Methods II (or equivalent). Students must get written approval from the Ph.D. program coordinator to take an equivalent or to replace the three courses described here.

Students are encouraged to take additional quantitative courses that are not required to strengthen their methodological training (AC 650 Directed Research, ST 550 Stat Methods In Res I/ST 560 Statistical Methods, ST 552 Applied Regression Analy, ST 553 Appld Multivariate Analy).

Core/Required Courses:		Hours
MGT 610	Professional Development I	1
MGT 611	Professional Development II	1
MGT 612	Professional Development III	1

MGT 613	Professional Development IV	1
MGT 620	Organizational Behavior	3
MGT 621	Organ Behav Group Perf	3
MGT 622	Current Topics in HR Mgmt	3
MGT 623	Contemp. Issues in Org Theory	3
MGT 625	Foundations of Strategic Mgmt	3
MGT 633	Entrepreneurship Research	3
MGT 690 or	Research Methods I	3
AC 610	Intro Accounting Res I	
MGT 691 or	Research Methods II	3
AC 650	Directed Research	
MKT 688 or	Quant Modeling in Marketing	3
BER 643	Multivariate Statistics	
Credit Hours Subtotal:		31
Elective Courses (with advisor approval)		14
Dissertation Research Hours (MGT 699 - with advisor approval, distributed appropriately throughout the program)		24
Total Hours		69

Transfer Credit

Students may submit appropriate courses they have taken at their previous university for consideration of approval for transfer credit, the faculty discourages the transfer of topical seminar courses and key methods courses. To apply for transfer credit student must meet with the PhD Coordinator during their first semester of residency at The University of Alabama to identify which classes they wish to be considered for transfer. At this meeting students should bring to appropriate transcripts, syllabi from the classes, and a detailed listing of the classes they wish to have considered for transfer credit and The University of Alabama classes they believe the potential transfer classes should replace.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

- Graduate School information for the Doctoral Plan of Study (p. 21).

Comprehensive Exam

Each student is required to pass a written comprehensive examination at the end of his/her second year. The examination is designed to determine students’ ability to show relationships among the various segments of knowledge they have gained during their coursework. Students must demonstrate knowledge of research methods, mastery of knowledge of management research, familiarity with major concepts in the extant literature, and the ability to identity and understand connections between topics.

The comprehensive exam will consist of four sections, one each in research methods, management theory or history, entrepreneurship or strategy, and OB or HR.

If a student fails on his or her first attempt, (s)he is usually given a second opportunity to retake either all or part of the exam, depending upon the faculty’s recommendations. A retake may include an oral exam if deemed necessary by the faculty. If a student fails the second attempt of an exam, (s)he will be terminated from the program.

If a student does not receive a passing grade on their first attempt on the comprehensive exam and he or she is required to retake the exam, the second administration of the exam will be set by the Doctoral

Coordinator, or his/her assigned representative, in consultation with the faculty.

Typically, the exam will be administered over two weekends in May or June, on dates discussed between students and the PhD program coordinator. Students taking the exam will be provided with one set of questions covering two of the test subjects at 3 PM on Friday of that week and will have until 9 AM the following Monday to complete it. The second set of questions covering the remainder of the topics will be distributed the following Friday and will once again be expected to be turned in the following Monday at 9 AM.

Admission to Candidacy Requirements

Students are certified by the dean of the Graduate School for admission to candidacy for the Ph.D. degree after they have met the following requirements:

1. Satisfactorily complete all required coursework
2. Pass all examinations, including the comprehensive exam

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

Satisfaction of the course requirements and passing all examinations, including comprehensive examination, advances the student to the candidacy for the Ph.D. program.

A dissertation showing power of independent research and literary skill must be prepared on a topic in the major field.

The dissertation must comply with the regulations in A Manual for Students Preparing Theses and Dissertations. Copies may be obtained from the Graduate School office or on the graduate school web page. Deadlines and other information useful to doctoral students are also listed in both these sources.

The subject of the dissertation must be approved by the student's dissertation committee.

A student who completes the coursework but fails to complete the dissertation within five years after being admitted to candidacy will be required to retake the written examination and the preliminary oral examination.

All candidates are expected to register for dissertation supervision each semester and summer session until the dissertation is completed.

Time Limits for Degree Completion Requirements

A student entering the Ph.D. program must complete all requirements for the Ph.D. degree within nine years of the date of admission in the graduate program. If a student is suspended from the program for exceeding the time limits for completion, the individual may petition the department chair and the Culverhouse College of Business Ph.D. Programs Committee.

Extension of time and/or additional requirements for readmission to the program must be recommended to the Graduate School of The University of Alabama by the student's departmental graduate faculty and the dean of the college.

A maximum one-semester extension may be granted in those rare instances in which the student presents documentation of compelling

circumstances beyond the student's control that made it impossible to complete the degree within the required time frame.

Graduate School information on Time Limits (p. 21).

Student Progress Requirement

Each student's progress will be reviewed by the Department Head, and the Ph.D. Coordinator at the end of each semester. A graduate student with regular status in a graduate program who drops below a 'B' average (at any time after earning 6 semester hours), or if the student earns a "D" or "F" in a graduate course, will be placed on probation and may be dismissed from the program.

While on probation, the student will not be permitted to apply for admission to candidacy. Probationary status must be removed by raising the overall average to a "B" or better during the 12 hours of graduate work immediately following the period in which the probation was incurred. Failure to do so will result in the student being dropped from the program. The departmental policy frowns upon the grade of "I". It will only be given under extenuating circumstances.

A grade of 'I' (Incomplete) is evaluated as an 'F', and must be removed within two weeks during the next term of enrollment if the student's overall grade point average drops below a 'B' as a result of the incomplete grade. The evaluations of academic progress of students who register with 'I' grades still on their records can result in academic probation or dismissal.

Courses may not be repeated for graduate credit; this includes courses initially taken on an audit basis. However, a course that is required in a student's curriculum in which a 'D' or 'F' is earned may be repeated for credit, upon the recommendation of the major department or program area and the dean of the Graduate School. Both grades will be considered in the computation of the grade point average.

The dean of the Graduate School may allow a graduate student to be reinstated or readmitted only at the special request of the graduate faculty in the student's department.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence. (p. 244)

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

A graduate student with regular status who drops below a 'B' average (at any time after earning 6 semester hours), or if the student earns a "D" or "F" in a graduate course, will be placed on probation and may be dismissed from the program.

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Department of Marketing

- Majors
 - Marketing, MS (p. 477)
 - Marketing, PhD (p. 478)
- Certificates
 - Digital/Social Media Marketing, Certificate (p. 476)

Department Head

- Dr. Mike Wittmann

Master's Program Coordinator

- Dr. Tom Baker

PhD Program Coordinator

- Dr. Clay Voorhees

Marketing Courses

MKT 300 Marketing or its equivalent is a prerequisite for all 400-level courses; MKT 518 Marketing Management & Decision Making or its equivalent is a prerequisite for all 500- and 600-level courses.

MKT510 Product Design Marketing Strategy

Hours 3

An intensive investigation of the process of new product development, including its role in the organization, analysis of market opportunities, creative idea generation, concept screening, design, forecasting, manufacturing, and launch. Teaching emphasis is on processes, tools, and techniques. A group project provides real-world product development experience.

MKT518 Marketing Management & Decision Making

Hours 3

A combination of lectures and cases is used to examine and analyze the marketing process. Emphasis is on decision making: the refinement of skills needed to recognize and solve marketing problems, and to effectively communicate recommendations both within and without the organization. The following components of the marketing mix are examined: product management, pricing, promotion, personal selling, buyer behavior, marketing channels, distribution, and segmentation.

[View All Courses](#)

Digital/Social Media Marketing, Certificate

The Digital/Social Media Marketing (DSM) certificate program involves a deep dive into the ever-evolving world of digital marketing, with courses in marketing strategy, digital/social media marketing strategy, digital marketing analytics, and advanced digital marketing. Students earning a graduate certificate in digital/social media marketing will be prepared to contribute to the digital marketing efforts of firms in nearly every industry.

Admissions

To be considered for admission, applicants must hold a bachelor's degree from an accredited college or university. Previous academic history, one letter of recommendation, demonstrated motivation and aptitude

to undertake graduate-level work, and professional experience are all taken into consideration.

To apply, you must complete an application and provide transcripts from each undergraduate and graduate academic institution as well as a professional resume, one letter of recommendation from an individual that can assess your readiness for a Master's level certificate program, and a statement of purpose. GMAT or GRE scores are not needed.

Current graduate students may combine their degree with a graduate certificate. Courses completed for the certificate may be applied towards the elective requirements.

Curricular Requirements

- Prerequisites: demonstrated ability to handle quantitative material (ascertained from student application)
- Minimum Required Hours: 12 credit hours
- All 12 credit hours earned in this certificate program may be used directly toward the completion of the Marketing (M.S.) degree program.
- The overlap of the certificate with the associated degree program is intentional as the certificate may serve as a stepping stone to the full degree program for those that are non-degree students. This is a stackable credential approach to graduate education that offers individuals knowledge advancement and flexibility.

DIGITAL/SOCIAL MEDIA MARKETING CERT		Hours
MKT 540	Intro to Digital/Social Media	3
MKT 542	Digital/Social Media Analytics	3
MKT 543	Adv Digital and Social Media	3
Credit Hours Subtotal:		9
Choose one course below		3
MKT 518	Mkting Mgmt & Decision Making	
MKT 587	Advanced Market Strategies	
Total Hours		12

Transfer Credit

No transfer credit is accepted. See the Graduate School's Policy on Transfer of Credit (p. 15).

Time Limit

See the Graduate School Policy on Time Limits (p. 15).

Academic Misconduct Information

Student academic misconduct is not permitted. In the event of perceived academic misconduct, the University's Academic Misconduct Policy will be followed. More information is available here. (p. 7)

Withdrawal of Leave of Absence Information

Students who need to withdraw from a course at the university or take a leave of absence should contact their academic advisor within the Manderson Graduate School of Business. Additional information is available on the Graduate School website (p. 244) related to withdrawals and leaves of absence.

Academic Grievances Information

Academic grievances are addressed according to the "University-Wide Academic Grievance Procedures" outlines in the University of Alabama Faculty Handbook.

Grades and Academic Standing

See here for Graduate School Policy information (p. 28)

Marketing, MS

The Master of Science in Marketing is an intensive, non-thesis program designed to give students advanced analytical marketing skills and hands-on experience to launch a career in one of marketing's many fast-growing fields: Digital and Social Media Marketing; Marketing Analytics and Decision Making; Marketing Research and Insight Development; Management Consulting and Project Management; Professional Selling and Sales Management.

The MS program requires 30 hours of coursework (33 hours for the marketing analytics concentration), with the expectation that the degree will be completed in two semesters (plus a summer for marketing analytics).

An Accelerated Master's Program (AMP) is offered which allows academically gifted undergraduate majors in Marketing or with a double major which includes Marketing to begin taking graduate courses. This will in many cases allow them to complete both the BA and the MS degree in four years.

Admissions Requirements

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- 2 Letters of Recommendation
- GRE score of at least 309 (verbal + quantitative), a GMAT (old version) score of at least 550, or a GMAT Focus Edition score of at least 515

To be considered for admission to the Marketing MS program with a concentration in Marketing Analytics, the requirements are:

- Overall GPA of 3.3
- GRE score of at least 313 (verbal + quantitative), a GMAT (old version) score of at least 580, or a GMAT (new version) score of at least 545
- Grade of "B" or higher in undergraduate calculus
- TOEFL score of at least 100 or an IELTS score of at least 6.5, a Duolingo score of at least 110, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Test score (see admissions criteria link below).

It is critical to note that meeting minimum admission requirements simply qualifies applicants for consideration and is not a guarantee of acceptance. If a student meets the minimum admission requirements, then their application is considered for competitive entry. The average GPA of recently accepted students has been approximately 3.8 with a GMAT (old version) score of 620.

Accelerated Master's Program (AMP) students must meet the minimum admission requirements as listed in the AMP section of this catalog.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Required Core Courses		Hours
MKT 530	Advanced Marketing Analysis	3
MKT 587	Advanced Market Strategies	3
MKT 596	Capstone Project	3
Total Hours		9

Digital and Social Media Concentration

The Digital and Social Media Marketing concentration involves a deep dive into the ever evolving world of digital marketing, with an overview course in digital marketing and social media strategy followed by courses in Digital Marketing Analytics and Advanced Digital Marketing. The world of Digital and Social Media Marketing is growing rapidly, with firms around the world adding digital components to their marketing strategies.

Digital and Social Media Concentration		Hours
Required Concentration Courses		
MKT 540	Intro to Digital/Social Media	3
MKT 542	Digital/Social Media Analytics	3
MKT 543	Adv Digital and Social Media	3
Credit Hours Subtotal:		9

Approved Electives: choose 4 courses from the list below.		12
MKT 510	Prod Design Marketing Strategy	
MKT 531	Consumer Insights	
MKT 537	Personal Selling	
MKT 538	Sales Management (MKT 537: Prerequisite for this course)	
MKT 539	Customer Relationship Mgt	
Any other 500 level 3 credit hour course with program director approval.		
Required Core Courses		9
Total Hours		30

Marketing Analytics Concentration

The Marketing Analytics concentration involves a heavy curriculum in statistics, including SAS and other programming languages, emphasizing data analysis and data mining. Graduates with this concentration earn a SAS/Data Mining Certification and are prepared to sit for the SAS programming certificate. Marketing Analytics graduates are highly sought after by a wide variety of organizations because of their ability to work with "Big Data." Students concentrating in Marketing Analytics are required to apply for summer entry and complete an introductory graduate course in statistics in the summer term prior to the start of the program.

Marketing Analytics Concentration		Hours
Required Concentration Courses		
ST 521	Statistical Data Management	3
ST 531	Data Mining I	3
ST 522	Adv Statistical Data Mgt	3
ST 532	Advanced Data Mining	3
ST 560	Statistical Methods	3
Credit Hours Subtotal:		15
Approved Electives: choose 3 courses from the list below.		9
MKT 510	Prod Design Marketing Strategy	
MKT 531	Consumer Insights	

MKT 537	Personal Selling
MKT 538	Sales Management (MKT 537: Prerequisite for this course)
MKT 539	Customer Relationship Mgt
MKT 540	Intro to Digital/Social Media
MKT 542	Digital/Social Media Analytics
MKT 543	Adv Digital and Social Media
Any other 500 level 3 credit hour course with program director approval.	
Required Core Courses	
9	
Total Hours	
33	

Professional Sales Concentration

The Professional Sales concentration trains students in the personal selling strategies needed to excel in the sales processing and management teams, as well as how to better work with existing accounts via customer success strategies. This concentration is well suited for both marketing and non-marketing students who wish to blend sales skills with topics from marketing or other disciplines (e.g., communication, management, finance, and engineering) to directly impact firm performance through the establishment and maintenance of customer relationships.

Professional Sales Concentration		Hours
Required Concentration Courses		
MKT 537	Personal Selling	
MKT 538	Sales Management	
MKT 539	Customer Relationship Mgt	
Approved Electives: choose 4 courses from the list below.		
MKT 510	Prod Design Marketing Strategy	
MKT 531	Consumer Insights	
MKT 540	Intro to Digital/Social Media	
MKT 542	Digital/Social Media Analytics ((requires MKT 540 prior))	
MKT 543	Adv Digital and Social Media ((requires MKT 540 prior))	
MKT 595	Client-Based Mkt Consult Proj	
Any other 500 level 3 credit hour course with program director approval.		
Concentration Courses		9
Electives		12
Core Required Courses		9
Total Hours		30

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Comprehensive Exam/Capstone Project

The Marketing Capstone project is a client-centered experiential learning experience designed to give students practical experience in consulting to help accelerate their career launch and development.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Marketing, Ph.D.

The Doctor of Philosophy degree is awarded for scholarly attainment and represents the highest degree in business administration that the University may bestow upon a student. The PhD in marketing program will enable students to be competent in the advancement and dissemination of marketing theory, research, and practice. The doctoral program in marketing is designed principally to prepare students for a career in academic research and higher education.

Admissions

The application deadline for fall admission is February 1.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- 3 Letters of Recommendation
- GRE score of at least 300 (verbal + quantitative), a GMAT (old version) score of at least 550, or a GMAT (new version) score of at least 515.
- TOEFL score of at least 79 or an IELTS score of at least 6.5, a Duolingo score of at least 125, or a PTE score of at least 59 for non-native English speakers who are required to submit an English Language Test score (see admissions criteria link below).

Students who do not meet these requirements, but who excel in other areas, may be considered for "Admission with Permission" to Continue.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

MKT, PhD Program Hours		Hours
YEAR ONE - Fall Semester		
MKT 688	Quant Modeling in Marketing (Foundation)	3
MKT 621 or	Marketing Management (FAS)	3
MKT 622	Marketing Strategy Seminar	
MGT 690	Research Methods I	3
Credit Hours Subtotal:		9

YEAR ONE - Spring Semester

MKT 670	Research Methods in Marketing (Foundation)	3
MKT 671	Behave Research Methods in MKT (Foundation)	3
MKT 613 or MKT 614	Consumer Behavior (FAS) Consumer Psychology Seminar	3
Credit Hours Subtotal:		9

YEAR TWO - Fall Semester

MKT 672	Straty Resch Methods Marketing (Foundation)	3
MKT 621 or MKT 622	Marketing Management (FAS) Marketing Strategy Seminar	3
Electives- Methods Driven. Choose 1 course from the Following:		3
MGT 691	Research Methods II	
AC 630	Archival Acctg Research	
AC 640	Experimental Acctg Research	
MIS 603	Research Methods 1 Seminar	
BER 645	Advanced Experimental Design	
Credit Hours Subtotal:		9

YEAR TWO - Spring Semester

MKT 613 or MKT 614	Consumer Behavior (FAS) Consumer Psychology Seminar	3
Electives- Substantive Driven. Choose 1 course from the Following:		3
MGT 620	Organizational Behavior	
MGT 621	Organ Behav Group Perf	
MGT 622	Current Topics in HR Mgmt	
MGT 625	Foundations of Strategic Mgmt	
MIS 605	Research Methods 2 Seminar	
BEP 650	The Psychology of Morality	
Credit Hours Subtotal:		6
Open Elective- Choose 1 course with advisor approval		

Foundation Credit Hours	12
FAS Credit Hours	12
Elective Credit Hours	12
Dissertation Research Hours (MKT 699- with advisor approval; distributed appropriately throughout the program)	24
Total Hours	60

Transfer Credit

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School Information on the Doctoral Plan of Study can be found here. (p. 21)

Comprehensive/Qualifying Exam

Our qualifying exam process consists of three parts, a first and second-year paper exam, and a methods based comprehensive exam. The first-year paper is completed during the summer between the first and second year. The primary goal of the first-year paper is for students to exhibit the ability to identify a unique research idea, provide a strong theoretical underpinning for the idea, draw on that theoretical perspective to develop and support testable hypotheses, and suggest a research methodology to allow the testing of the hypotheses. Evaluation of the first-year paper includes both written and oral components. The second-year paper occurs during the late spring of the second year. The focus of the second-

year paper is to provide evidence of the ability to carry out a research project including data collection, analyses, and interpretation. After the second-year paper, a comprehensive exam focusing on methods learned through coursework will be given. A final oral presentation and evaluation following the second-year paper and methods comps will conclude the qualifying examination process. All examinations may include oral and written components.

The examinations are conducted by the student's supervisory committee or other committee established in the program area. Whereas one of the purposes of the preliminary examination is to determine the student's research competence to begin work on a dissertation, the examination should be completed at least nine months before the degree is to be awarded. In accordance with University policy, a student may attempt each examination no more than two times. However, each student should consult his or her program's policies for the written comprehensive examination because programs may vary in approach and requirements. Having to take multiple exams twice may result in dismissal from the program. Failing any examination twice results in dismissal from the degree program and the Graduate School.

Admission to Candidacy Requirements

Students are admitted to Candidacy for the Ph.D. degree after they have met the following requirements:

- Complete all required coursework
- Complete a 3-part qualifying exam:
 - Pass their first-year paper (during the summer after their first year)
 - Pass their second-year paper (during the summer after their second year)
 - Pass their methods comps (during the summer after their second year)

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment Policy (p. 21).

Dissertation Requirements

A dissertation showing the ability to conduct independent research and skill in organization, writing, and presentation must be prepared on a topic in the major field. It must constitute an original contribution to knowledge. Early in the process, the subject of the dissertation must be approved by the dissertation committee of the major department or division and by the dean of the Graduate School. The student formally presents the written proposal to the dissertation committee and defends it in a meeting with the committee. The dissertation proposal aims to show the appropriateness, manageability, and significance of the projected research. The proposal normally includes an introduction giving an overview and stating the significance of the proposed research, review of the literature, and methodology. Departments determine the details of the dissertation proposal's format with respect to such things as the length of the introduction and detail of the review of the literature.

Once the student and dissertation chair have developed a proposal, and the graduate dean has approved the dissertation committee, the student schedules the dissertation proposal meeting that includes all committee members. The student cannot propose a dissertation and have its final defense in the same semester.

A dissertation committee, with the director of the dissertation as its chairperson, supervises the preparation of the dissertation. The dissertation committee shall have not fewer than five members, all of whom are appointed by the dean of the Graduate School. Students

may set up their committee through the Graduate Academic Activities portal on the Graduate School website.

All members of a dissertation committee must hold Graduate Faculty status at The University of Alabama and must represent at least two academic departments. The chair of the committee must be a full member of the Graduate Faculty, as described in the Catalog's section on Qualifications of the Graduate Faculty. A majority of the Dissertation Committee members must be full-time regular University of Alabama faculty. If the outside member is not a full or associate member of the UA Graduate Faculty (e.g., if s/he is a highly qualified person from another university, a business or industry), the graduate dean needs to appoint that member by approving Affiliate Graduate Faculty status for the specific purpose of serving on the student's dissertation committee.

The graduate dean's approval of the proposed dissertation committee is expected to be obtained before significant progress is made on the dissertation—typically just before or just after the dissertation proposal meeting. For this purpose, the student submits the Appointment/Change of a Doctoral Dissertation Committee through the Graduate Academic Activities portal on the Graduate School website.

The final oral dissertation defense is the culminating experience in the doctoral program. Once the dissertation committee has agreed that the student is prepared for the final oral dissertation defense, the student and committee members will set the defense date. As such, all members of the dissertation committee are expected to attend and participate in real time. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but the student and Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. In circumstances where virtual participation is necessary, all participants must follow the Virtual Participation guidelines.

This approach is intended for doctoral students whose dissertation will consist of a number of related manuscripts or articles that represent independent research or creative activity. It is an option available only to students in certain fields in which the faculty have received Graduate Council approval from the Graduate Council.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information Academic Grievances (p. 255).

Grades and Academic Standing

If a student's cumulative grade average falls below "B" or if the student earns a "D" or "F" in a graduate course, the student may be dismissed from the program. Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.

College of Communication and Information Sciences

Department of Advertising and Public Relations (p. 484)

Department of Communication Studies (p. 489)

Department of Journalism Creative Media (p. 492)

School of Library and Information Studies (p. 498)

Communication Information Sciences (CIS), PhD (p. 511)

Program Administration

The graduate programs in the College of Communication and Information Sciences are administered by the associate dean for graduate studies, by various administrative divisions within the College, and by the Graduate School. The college has one PhD degree program (p. 511). It is a multidisciplinary program that draws on all subdivisions of the College and is administered by the associate dean for graduate studies and by the graduate studies council. The College offers three Master of Arts degree programs, one Master of Library & Information Studies degree program, and one Master of Fine Arts degree program. These master's programs are administered by the associate dean and by academic unit heads.

Admission Criteria

The Graduate School of The University of Alabama administers admissions for the entire University. The Graduate School's website has detailed admission policies, an electronic application, and other useful information for those considering graduate studies at the University. Graduate students in the College of Communication and Information Sciences must meet the admission criteria of the Graduate School. Specific graduate programs in the college may have additional admission criteria – be sure to check the specific program sections of this catalog for more information.

See the Admission Criteria section of this catalog for more information.

CIS601 Proseminar In Pedagogy

Hours 1

This proseminar helps doctoral students explore methods and effective practices of teaching at the university level. Students examine how to employ different teaching modalities in an effort to engage students. Students discuss the varying teaching demands associated with class design (small classes, large lectures, and online courses). Students learn how to clearly communicate course expectations, deal with potential conflict, and construct and maintain a high level of professionalism. This one-hour proseminar builds on and extends the coverage of pedagogy provided in CIS 610 Foundations of Doctoral Study. It is recommended only for students who have completed CIS 610.

CIS603 Quantitative Research Methods

Hours 3

The course provides detailed study of quantitative research methods appropriate to the various areas of study in communication and information sciences.

CIS604 Mass Communication Theory

Hours 3

This course is a survey of the foundational theories of mass communication and media processes and effects.

CIS605 Cultural and Critical Theory in Communication

Hours 3

Survey of foundational cultural and critical theories in communication.

CIS606 Knowledge & Information Theory

Hours 3

This course offers a survey of theoretical developments in the study of knowledge and information.

CIS607 Theory Constructn Epistemolgy

Hours 3

This course provides detailed study of the philosophical foundations of theory construction and current issues in theories of the nature of knowledge.

CIS608 Qualitative Research Methods

Hours 3

This course is an introduction to qualitative research methods in communication, yet with a doctoral level of sophistication and expectations. The aim is to introduce students to all primary forms of qualitative methodologies from a social science perspective; however, each method or approach described could easily be the subject of a course itself.

CIS609 Humanistic Research Methods

Hours 3

Founded on a logical conceptualization of knowledge creation, this course surveys eight modes of knowing in the humanities: philological interpretation, phenomenological interpretation, explanatory history, narrative history, aesthetic/technical criticism, cultural criticism, theoretical analysis, and theoretical synthesis. Treatment of modes includes investigation of theories and examination of applications. The course is designed to support disciplinary research and publication by participants.

CIS610 Foundations of Doctoral Study in Communication & Information Sciences

Hours 3

Students develop familiarity with college graduate faculty members, their professional lives, teaching specialties, research interests, and service involvements. Students become familiar with the norms of doctoral life. Students develop their own unique approach to research, teaching, and service in the context of their area of expertise.

CIS650 Seminar: Communication & Information Sciences

SP

Hours 3

Topics vary. Course supports research in areas appropriate for advanced study and original research in communication and information sciences. Depending on the interests of participants and on the topic of the seminar, students may conduct research individually or may work together on research projects. May be repeated.

Special Topics Course

CIS651 Interpersonal Approaches to Health Communication

Hours 3

This graduate seminar explores the major interpersonal issues related to health communication, focusing on both classical and contemporary perspectives.

CIS652 Sem Culture Criti Rhetor Stdy

SP

Hours 3

The examination of a wide range of mediated texts through the intersecting perspectives of cultural, critical and rhetorical analysis.

Special Topics Course

CIS656 Electronic and Contemporary Publishing

Hours 3

Focuses on both scholarly and commercial networked digital publishing within the context of the information cycle and information chain from the vantages of contemporary publishing and communication. The course is concerned with the numerous and varied problems/opportunities of electronic publishing and the accompanying paradigm shifts.

CIS657 Communication and Culture

Hours 3

This course provides an overview of foundational theoretical and research perspectives focusing on communication and culture from functionalist (post-positivist), interpretive, and critical perspectives. Students study intercultural communication theories addressing the relationship between culture and communication, including theories related to identity (including race, gender, nationality, etc.), face negotiation, transitions and adjustment, pedagogy, and intercultural alliances.

CIS659 Health Information Seeking

Hours 3

Explores the major theories and issues related to health information seeking, focusing on the roles of mediated and interpersonal communication in seeking, understanding, and sharing health information.

CIS660 Interpersonal Communication Theory

Hours 3

This graduate course presents a focused investigation of communication in close personal relationships, with primary emphasis on foundational theories and concepts of relational communication.

CIS662 Mediated Interpersonal Communication

Hours 3

This graduate seminar provides an overview of research in foundational and contemporary mediated interpersonal communication relations, reviewing modern conceptions of interpersonal relationships, communication, and mediated communication from a wide breadth of disciplines.

CIS663 Deception

Hours 3

This course is designed to introduce students to research in interpersonal deception and to acquaint students with deceptive verbal and nonverbal behaviors and their motives and consequences, as well as with the research that has explored deception detection strategies.

CIS664 Health Communication Campaigns

Hours 3

This course covers the process of promoting health by disseminating messages through mass media, emergent media, and interpersonal communication. It covers the role of campaign designers in assessing consumer health needs and communication behaviors and in planning, implementing, and assessing campaigns.

CIS665 Seminar in Communication Message Analysis

SP

Hours 3

Topics may vary. Study and analysis of the development and management of communication institutions and their place in society. May be repeated.

Special Topics Course

CIS666 Information Policy

Hours 3

Theoretical and research perspectives on information policy, the set of interrelated principles, laws, and regulations guiding the oversight and management of the information lifecycle through its production, collection, distribution, use, and preservation.

CIS667 Persuasive Communication

Hours 3

Study and analysis of the persuasive function of communication through theoretical and/or strategic approaches. May be repeated.

CIS668 Social Justice and Inclusion Advocacy

Hours 3

Theoretical and research perspectives in social justice and advocacy in information studies and related information disciplines. This course explores information structures, contexts, technologies, institutions, and policies as structures and sites of power that shape inequalities. Students investigate what socially-just outcomes and interventions might look like for communities, institutions, and individuals in the information studies context.

CIS669 Special Topics in Visual Communication

SP

Hours 3

This seminar course will overview widely used and emerging theories employed in the study of applied communication. The course will consider the implication of theory in designing and conducting research in visual communication.

Special Topics Course

CIS670 Health and Mass Media

Hours 3

This course covers basic concepts of health communication within a mass communication and communications context. It covers methods and theories used to study health communication, the effects of health messages in the media, the content of health messages in the media, influences on conceptions of health and illness, and crisis communication in a health context.

CIS671 Public Opinion

Hours 3

Study and analysis of the formation and expression of public opinion and its relation to communication. May be repeated.

CIS672 Media History

Hours 3

Historical investigations of communication through descriptive, evaluative, critical, and/or archival approaches.

CIS673 Political Communication

Hours 3

This course examines the content, processes, and effects of communication within the American political system with a focus on the roles of human communication and media production and use. Students will learn about foundational theories and research central to political communication and consider normative theories of deliberative systems, the political economy of media and politics, and the complex relationship between media content and individual attitudes and behaviors. Students will critically examine the role of communication technologies in shaping political communication and civic life within today's hybrid media system.

CIS674 Sports Media

Hours 3

Surveys the history and present landscape of sports media research. Students will read and critique existing published research while also learning how to conduct and advance original research in the topic area.

CIS675 Community-Engaged Scholarship

Hours 3

This course introduces students to theoretical and applied community-based frameworks and approaches from the social sciences and allied disciplines to transform the "ivory tower" image of the academy. Students apply the philosophy and practice of community-engaged scholarship in community-based projects and gain experience collaborating with external constituencies. Students pursue opportunities to disseminate their research in professional venues of peer-reviewed publications and presentations.

CIS677 Media Sociology

Hours 3

Theoretical and research approaches to the sociological study of media production. Students explore and analyze the many contexts that shape media practices and media content, including: political and economic systems and institutions; media organizations, professions and technologies; and human cultures and communities.

CIS679 Computational Research Methods

Hours 3

This course introduces basic computational approaches for social scientific research, emphasizing the use of R and Python to collect, organize, and analyze data. Students will learn how to create and manipulate variables, use conditional statements and functions, obtain descriptive statistics, develop a variety of visualizations, and perform both quantitative and qualitative analyses.

CIS680 Seminar in Media Processes and Effects

SP

Hours 3

Covers widely used and emerging theories employed to understand media processes and effects. Considers the implications of theory in designing and conducting research in media processes and effects. Topics vary depending on the interest of the participants and on the topic of the seminar. This course may be repeated.

Special Topics Course

CIS681 Advanced Quantitative Research Methods

Hours 3

Provides students an opportunity to understand and use advanced quantitative research methods widely used in the communication and information science disciplines.

CIS682 Seminar in Applied Communication

SP

Hours 3

Covers widely used and emerging theories employed in the study of applied communication. Considers the implication of theory in designing and conducting research in applied communication. Topics vary depending on the interest of the participants and on the topic of the seminar. This course may be repeated.

Special Topics Course

CIS683 Advanced Topics in Media Processes and Effects

SP

Hours 3

Covers topics especially relevant in the current academic study of media processes and effects, typically focusing on a single theoretical or contextual issue. Topics vary depending on the interest of the participants and on the topic of the course. This course may be repeated.

Special Topics Course

CIS684 Advanced Topics in Applied Communication

SP

Hours 3

This seminar covers specific topics relevant to the current academic study of Applied Communication, typically focusing in-depth on one theoretical or contextual aspect. Topics will vary by semester.

Special Topics Course

CIS697 Directed Research

SP

Hours 1-3

This independent study course is designed to allow doctoral students to pursue independent exploration of a particular field or topical area, under the guidance of an advisor. Material covered will be of an advanced nature aimed at providing students with an understanding of current developments within the field. Discussion and advisor guidance will be focused on readings and methodologies that allow students to develop their research capacity, independent thought, and the ability to interpret professional and/or research materials in their field.

Special Topics Course

CIS699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral-level research dissertation hours toward the Ph.D. degree in Communication and Information Sciences. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a preexisting topic in the field.

MC501 Mass Media Law Reguln

Hours 3

A study of the laws affecting the media, decisions, and case histories that act as guides for the media. Independent readings and papers are required.

MC513 Communication/Diversity

Hours 3

Study and analysis of issues of diversity as they relate to groups in society and in communication fields. Emphasis is on the media's treatment of various groups in society.

MC517 Mass Communication and Public Opinion

Hours 3

Nature, development, formation, and distribution of politically relevant attitudes and opinions; role of leadership, persuasion, and communication in opinion-policy process. Emphasis on the role of the media in the formation of public opinion and on how the media are influenced in turn by public opinion.

Prerequisite(s): There are no specific course prerequisites, but graduate status or consent of instructor is required.

MC526 Race, Gender and Media

Hours 3

This discussion-oriented class examines the mass media through the lenses of race, ethnicity and gender. The course helps future media practitioners be aware of their roles in creating content that reflects increasingly multicultural audiences. Using current, contemporary and classic media texts, students critically analyze media messages and understand the importance of a diverse workforce.

MC530 Video Games and Media

Hours 3

This is an overview course that addresses game user research, theory and the ability to analyze for understanding usability, research, and play in the field, giving students an underpinning of the design and research approaches taken with video games. The course assists students who might employ the study of video games in health, advertainment, and journalism in their professional careers, and who may be expected to complete research relating to games.

MC531 Sports & Social Media

Hours 3

This course will focus on the connections and engagement of social media within sports communication. This will include topics such as personal/professional branding, audience analytics, media campaigns and messaging.

MC546 Issues in Sports Media

SP

Hours 3

This course is designed to synthesize work in mass communication to enable students to construct and critique arguments about modern sports media issues and controversies.

Special Topics Course

MC550 Research Methods

Hours 3

A survey of qualitative and quantitative methods in communication research.

MC551 Sem Communication Theory

Hours 3

A study of the development of selected theories of communication as they pertain to interpersonal, public, and mass communication.

MC564 Sports Media Research

Hours 3

This course focuses on the descriptive and empirical ways to develop and evaluate research related to the sports industry, individual accomplishments, fan participation, and social media. Emphasis will be placed on the way that sports media has influenced contemporary culture and values.

MC595 Special Topics

SP

Hours 3

Special topics in mass communication theory and research. May be repeated.

Special Topics Course

Department of Advertising and Public Relations

The Master of Arts in Advertising and Public Relations is designed for aspiring students who wish to gain advanced knowledge and expertise in creating and managing persuasive communication. The program is designed to help students transition from a tactical to a more strategic, managerial approach to the industry. Through an understanding of theory and industry trends, research-driven critical thinking and connections with top scholars and professionals, students who complete the program should be well-prepared for doctoral studies or to step into roles that will help them advance easily into mid-level management positions within their desired fields.

- Majors
 - Advertising and Public Relations, MA (p. 485)
- Certificates
 - Digital Communication (p. 488)

Chair

- Brooke McKeever

Professors

- Kenon Brown
- Karla Gower
- Hyounkoo Khang
- Eyun-Jung Ki
- Brooke McKeever

Associate professors

- Mark Barry
- Nancy Brinson
- Brian Britt
- Jameson Hayes
- Steven Holiday
- J. Suzanne Horsley
- Laura Lemon
- Robert McKeever
- Martina Topic
- Matthew VanDyke

Assistant professors

- Courtney Boman
- Josh Bramlett
- Ch'Ree Essary
- Jihoon Kim
- Dongjae Lim
- Travis Loof
- Jack Lipei Tang
- Caleb Walters

Instructors

- Susan Daria
- Jared George
- Randall Huffaker
- Mike Little
- Janet Walker

- Jay Waters
- Matthew Wisla

Professors emeriti

- Caryl Cooper
- Meg Lamme
- Joe Phelps

APR522 Media Strategy and Analytics

Hours 3

This course is designed to provide students with the knowledge and skills to use research to select appropriate media channels to communicate to stakeholders. Students will learn to create media briefings and plans for persuasive communication campaigns that include data-driven recommendations. Students will also learn how to retrieve, assess and visualize social media and web analytics.

APR523 Media Relations

Hours 3

This course is designed to provide students with the knowledge and skills to manage relationships with media gatekeepers in order to facilitate communication through their channels, including media selection, build relationships with gatekeepers, and interacting with the media through interviews and press conferences. Students will also learn how to track and analyze media coverage and sentiment using online tools.

[View All Courses](#)

Advertising and Public Relations, MA

The Master of Arts in Advertising and Public Relations is designed for aspiring students who wish to gain advanced knowledge and expertise in creating and managing persuasive communication. We help motivated students transition from a tactical to a more strategic, managerial approach to advertising and public relations, while becoming ethical and globally competent thought leaders in their future careers.

The Advertising and Public Relations Master of Arts program offers four concentrations that enable students to develop expertise in areas of proficiencies at the forefront of advertising and public relations.

The **Advertising Creative** concentration helps students build portfolios while learning to solve a client's problems by beautifully wrapping smart strategies in provocative, layered, and memorable ideas.

The **Digital Communication** concentration equips students with skills necessary to strategically communicate effective integrated advertising and public relations messages and campaigns across digital platforms.

The **Media Strategy** concentration equips students with analytic skills necessary to analyze traditional, digital, and social media data, uncover actionable insights, and develop brand strategies leveraging those insights.

The online-only **Marketing Communication Management** concentration is designed for emerging leaders who wish to gain advanced knowledge and expertise in creating and managing persuasive communication in an integrated industry landscape in order to pursue managerial careers.

Admissions

Applicants must meet the admission criteria of the Graduate School of The University of Alabama. In addition to the Graduate School requirements, the M.A. program in Advertising & Public Relations adheres to the following application and admission requirements.

Graduate entrance exam scores are not required for admission or assistantships, but GRE and GMAT scores may increase competitiveness for assistantship funding for main campus applicants.

Applicants may be considered for admission on a permission-to-continue basis if they do not meet the GPA criterion for regular admission.

To receive consideration and evaluation for admission, applications must include:

- A video or written statement of purpose; this should be a maximum of five minutes long (for video) or three double-spaced pages (for written)
- Two (2) letters of recommendation; one academic reference and one professional reference is preferred.
- Three (3) samples of academic and/or professional work; samples that demonstrate an ability in advertising, PR, or a related field.

Qualifications are considered comprehensively, so no single factor determines acceptance to the program. The M.A. in Advertising & Public Relations is selective and does not admit every applicant.

Deadlines

On-campus applicants are admitted into the program for the Fall semester only. Applications for on-campus admission should be submitted by March 1 to be considered for departmental funding and May 1 to be considered for admission.

Online applicants may be admitted year round in Fall, Spring, and Summer semesters. Online applications have priority deadlines of June 1 for fall admission, December 1 for spring admission, and April 1 for summer admission.

Curricular Requirements

The M.A. in Advertising & Public Relations is a 30-36 (based on concentration) credit-hour program designed to provide students with knowledge of industry trends, proficiency in research-driven critical thinking and problem solving, and exposure to scholars and professionals who are well-connected to an evolving communication landscape in order to build a unique expertise in managing persuasive communication.

Students will work with a faculty advisor to create their own career emphasis from a wide range of electives within A+PR and other departments that will help them gain in-depth knowledge for their future career. These electives, along with a core specifically designed to provide students with a true blend of academic and industry knowledge, will help guide their capstone project. Students will choose from two options: a strategic plan for aspiring industry professionals or a thesis for aspiring scholars. In addition to coursework, students will be required to receive professional experience during the summer after their first year in order to enhance the training they receive in the classroom.

Each student's progress will be guided by their faculty advisor. Students in each program must maintain a minimum GPA of 3.0 during their tenure in the program. Students who receive more than two "C" grades will undergo a faculty review to determine if they should proceed in the program.

Master of Arts in Advertising and Public Relations		Hours
Core Courses (12 hours)		
APR 551	Foundations of Integrated Comm	3
APR 550	Analysis and Insights	3
APR 570	Ethics and Prof Leadership	3
APR 593	Global Comm Management	3

Elective Courses (15 hours) - students that declared a concentration will have a defined set of courses to complete. If a concentration isn't declared, students complete the following:

Research Course (3 hours - students must choose one of the following or an approved substitution)	3
APR 552 Quantitative Research Methods	
COM 550 Qualitative Research Methods	
Media Course (3 hours - students must choose one of the following or an approved substitution)	3
APR 522 Media Strategy and Analytics	
APR 523 Media Relations	
Strategy Course (3 hours - students must choose one of the following or an approved substitution)	3
APR 524 Reputation Comm Strategy	
APR 525 Brand Communication Strategy	
Electives (6 hours - based on area of speciality)	6
Capstone Project (3-6 hours)	
Students will complete one of the following options:	3-6
Thesis Option (main campus students only; students will complete six hours of the following course)	
APR 599 Thesis Research	
White Paper Option (students will complete either 3 hours (DL students only) or 6 hours (main campus students only) of the following course)	
APR 598 Industry Project	
Integrated Campaign Option (main campus students only; students will complete 3 hours of each of the following courses)	
APR 597 Campaign Research and Planning	
APR 598 Industry Project	
Comprehensive Exam Option (main campus students only; students will complete 3 hours of each of the following courses)	
APR 594 Comprehensive Exam Preparation	
Elective Course	

Total Hours 30-33

Professional Experience Requirement

Students enrolled in the M.A. program will be required to complete an internship or some type of professional experience during the summer of their first year. This requirement is designed to encourage students to use the skills learned in the classroom in a professional setting. Students will be required to submit a job description to the graduate coordinator for approval prior to completing the internship. Internships will be approved on a case-by-case basis, but typical internships that are approved would require at least 10 hours a week and/or 80 hours during the summer semester in an advertising, public relations or a related role in a professional setting. After completing the internship, students will submit a short (1-2 page) description of what they experienced and learned during the internship, as well as a form signed by their immediate supervisor, in order to satisfy the requirement. International students that must receive course credit for the internship requirement will enroll for one hour in APR 596 Independent Study Research.

Capstone Project

The capstone project will be an individual demonstration of your knowledge of the skills, theories and concepts that you learned in your

coursework during the program. Students will work with an advisor to determine the best course of action from the following options:

Thesis (individual only)

Students will work with their advisor to identify a gap in the scholarly research devoted to a topic in advertising and/or public relations. The student will conduct a review of related literature and propose and execute original research that will answer the student's overarching research inquiry. Completing a thesis will be suggested to students that are looking to pursue a doctorate. The thesis can only be completed in the spring semester of a student's second year, or later if needed.

White Paper (individual only)

Students will work with their advisor to identify a problem or opportunity facing the advertising and public relations industry. The student will conduct secondary and primary research in order to assess the problem/opportunity and form insights and recommendations that will address the problem/opportunity. Completing a white paper will be suggested to students that are looking to pursue a career in the advertising and public relations industry. **All distance learning students will complete a white paper.**

Integrated Communication Plan (team-based only)

Students will work in a small team (3-4 students) along with their advisor to create an integrated communication campaign for an organization. The student will conduct secondary and primary research in order to assess the problem/opportunity, create a planning report and develop a campaign book that will address the problem/opportunity faced by the organization. Completing an integrated campaign will be suggested to students that are looking to pursue a career in the advertising and public relations industry that do not have an undergraduate background in the area. The campaign can only be completed by the team during the spring semester of their second year.

Comprehensive Exam

Students will complete a case-focused examination on topics covered in the core theory (APR 551), research (APR 550) and professionalism (APR 570) courses. Students will take a course during the fall semester focused on reviewing those concepts covered in the three courses and will submit a comprehensive case study centered around a topic in advertising and public relations. The comprehensive exam option is available to all main campus students, but the exam option is required for students completing the program the fall semester of their second year (17-month option).

Concentrations

A+PR's M.A. program offers four concentrations that provide expertise in growing areas of advertising and public relations to prepare students for more specialized jobs and train future leaders in global integrated marketing communication:

Advertising Creative concentration (requires additional application; available to main-campus students)

Digital Communication concentration (available to distance learning students)

Media Strategy concentration (requires additional interview; available to main-campus students)

Marketing Communication Management concentration (available to distance learning students)

Advertising Creative Concentration

The **Advertising Creative concentration** helps students build portfolios while learning to solve a client's problems by beautifully wrapping smart strategies in provocative, layered, and memorable ideas. At the completion of the program, students will have a portfolio that highlights their natural talents and emphasizes their newly developed strengths to help students find a job in their area of expertise, either art direction or copywriting. Admission into this concentration requires an additional application. Applications are available the spring semester before students begin the program.

Advertising Creative Concentration		Hours
Program Core		
APR 550	Analysis and Insights	3
APR 551	Foundations of Integrated Comm	3
APR 570	Ethics and Prof Leadership	3
APR 593	Global Comm Management	3
APR 598	Industry Project	6
Concentration in Advertising Creative		
APR 531	Concepting	4
APR 532	Creative Leadership	3
APR 533 or APR 534	Copywriting Seminar Art Direction Seminar	3
APR 535	Portfolio I	4
APR 536	Portfolio II	4
Total Hours		36

Digital Communication Concentration

The **Digital Communication concentration** equips students with skills necessary to strategically communicate effective integrated advertising and public relations messages and campaigns across digital platforms. By learning to gather and assess digital insights, create content specifically for digital media, and leverage the advantages of various digital platforms, the program helps create cutting-edge strategic communicators.

Digital Communication Concentration (online only)		Hours
Program Core		
APR 550	Analysis and Insights	3
APR 551	Foundations of Integrated Comm	3
APR 570	Ethics and Prof Leadership	3
APR 593	Global Comm Management	3
APR 598	Industry Project	3-6
Concentration in Digital Communication		
APR 522	Media Strategy and Analytics	3
APR 541	Digital Communication Strategy	3
APR 542	Writing for Digital Comm	3
APR 543	Advanced Digital Marketing	3
APR 524 or APR 525	Reputation Comm Strategy Brand Communication Strategy	3
Total Hours		30-33

Media Strategy Concentration

The **Media Strategy concentration** equips students with analytic skills necessary to analyze traditional, digital, and social media data, uncover actionable insights, and develop brand strategies leveraging those

insights. Through hands-on course work and industry collaboration, students will be prepared to pursue careers in media strategy and planning, brand planning, and advertising and public relations analytics.

Media Strategy Concentration		Hours
Program Core		
APR 550	Analysis and Insights	3
APR 551	Foundations of Integrated Comm	3
APR 570	Ethics and Prof Leadership	3
APR 593	Global Comm Management	3
APR 598 or APR 599	Industry Project Thesis Research	6
Concentration in Media Strategy		
APR 522	Media Strategy and Analytics	3
APR 525	Brand Communication Strategy	3
APR 541 or MKT 543	Digital Communication Strategy Adv Digital and Social Media	3
APR 552	Quantitative Research Methods	3
APR 584	Computational Research Methods	3
Total Hours		33

Marketing Communication Management Concentration

The **Marketing Communication Management concentration** is an online-only, professionally-driven focus that equips leaders with the knowledge and expertise that drives the current interrelated landscape of marketing, advertising and public relations. Through a focus on data-driven strategic planning and emphasis on building ethical leadership skills, the program will help create ethically-grounded, globally aware and business-savvy thought leaders.

Marketing Communication Management Concentration (online only)		Hours
Program Core		
APR 550	Analysis and Insights	3
APR 551	Foundations of Integrated Comm	3
APR 570	Ethics and Prof Leadership	3
APR 593	Global Comm Management	3
APR 598	Industry Project	3
Concentration in Marketing Communication Management		
APR 522	Media Strategy and Analytics	3
IBA 555 or IBA 550	Global Market Management Global Business	3
MKT 530	Advanced Marketing Analysis	3
MKT 540 or APR 541	Intro to Digital/Social Media Digital Communication Strategy	3
APR 524 or APR 525	Reputation Comm Strategy Brand Communication Strategy	3
Total Hours		30

Time Limits for Degree Completion Requirements

See Graduate School policy for more information

Academic Misconduct Information

See Graduate School policy for more information

Withdrawals and Leave of Absence Information

See Graduate School policy for more information

Academic Grievances Information

See Graduate School policy for more information

Grades and Academic Standing

See Graduate School policy for more information

Graduate School Deadlines

See Graduate School policy for more information

Application for Graduation Information

See Graduate School policy for more information.

Acquisition of Financial Support:

All admitted and currently enrolled graduate students in good standing in the College of Communication & Information Sciences, both main campus and online, are eligible to apply for a graduate teaching assistantship (GTA), graduate research assistantship (GRA), and/or graduate administrative assistantship (GAA) position funded by the college by submitting the C&IS Graduate Assistantship Interest Application.

Positions range from 10 hour a week (.25 FTE) positions with half tuition and benefits to 20 hour a week (.5 FTE) positions with full tuition and benefits, although online students are not eligible for university sponsored health insurance. Positions and funding offers vary from one semester in duration to multiple years. Funding levels and lengths are communicated via an offer letter or memorandum of appointment, which will indicate an end date of financial support.

Funding decisions for incoming students are generally made between January and May, and decisions for currently enrolled students without funding are generally made between May and July. Currently enrolled students in good standing whose funding is expiring may petition the Associate Dean of Graduate Studies in writing for continued support, and those decisions are also generally made between May and July.

In addition to college assistantships, excellent students may be nominated by the college for University of Alabama fellowships. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits without work expectations for a defined period set by the Graduate School.

Beyond college-funded assistantships, additional funding opportunities may arise from individual faculty or departments in support of grant work, research projects, teaching specific courses, assisting with administrative projects, etc.

All students funded on assistantships must meet the Performance Expectations for Continuing Financial Support (see below) and funding may be removed prior to the end date of financial support in accordance with the Conditions for Termination of Financial Support (see below).

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in a degree program in the College of Communication & Information Sciences and be

making satisfactory academic progress to the completion of the degree.

- The student must complete all mandatory trainings and abide by all rules and policies held by The University of Alabama, College of Communication & Information Sciences, and the department of their work assignment.
- The student must adequately perform all duties assigned to them in a timely manner as defined by the supervisors of their work assignments, including logging work hours if assigned for the position and submitting a semesterly evaluation of their work assignment.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria may be subject to termination of financial support pending C&IS Office for Graduate Studies administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Academic Unit Head and Associate Dean of Graduate Studies may recommend immediate termination of financial support, termination of financial support at the end of the current semester or termination of financial support at the end of the following semester. Students will be notified in writing of any decision to terminate financial support prior to the original end date of funding.

- *Dereliction of Duty.* Dereliction of duty includes, but is not limited to, failure to comply with UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the supervisor; failure to satisfactorily complete all activities associated with the funded position as defined by the supervisor; failure to submit required performance evaluations, etc.
- *Academic Misconduct.* Penalties for resolved academic misconduct cases, including potential loss of financial support, will be determined with guidance from the UA Graduate School and the Office for Graduate Studies.
- *Insufficient Academic Progress.* Insufficient academic progress, as determined by the student's advisor and the Office for Graduate Studies, includes, but is not limited to, students taking courses that do not align with the program requirements; students admitted to candidacy who do not make adequate research progress on their dissertation, failure to pass comprehensive exam, failure to pass proposal defense, etc.
- *Academic Warning & Academic Suspension.* Students on academic warning from the UA Graduate School are not eligible to hold assistantships. In addition to the loss of the assistantship for the semester of Academic Warning, a review of the student will determine if future committed funding will be revoked regardless of successfully earning good standing within the completion of the next 12 credit hours. In all cases, if a student is suspended, all future funding commitments are revoked.

Digital Communication Certificate

This certificate is designed to cultivate a deeper understanding of how to strategically manage communication across digital platforms. It is geared towards working professionals in advertising, public relations, marketing and related fields, as well as students in graduate programs outside A+PR and marketing.

Admissions

Consistent with the Graduate School and Department of Advertising & Public Relations criteria.

See the Admission Criteria section of this catalog for more information.

Regular Admission: An applicant whose credentials meet the following minimum requirements may be

considered for regular admission:

- **GPA:** The applicant must have a grade point average of 3.0 overall, 3.0 in the last 60 semester hours in a degree program, or 3.0 for a completed graduate degree program.
- **Admission Test Score:** Not required by this certificate program
- **Other Requirements:** Students must also submit a statement of purpose, resume with two references, and three samples of academic and professional work, in accordance with the MA degree guidelines

Conditional Language Admission:

An international graduate applicant may be considered on an individual basis for conditional language admission if he or she does not meet the minimum TOEFL score requirement of 550 on the paper-based TOEFL or 79 on the iBT, 6.5 on the IELTS or 59 on the PTE.

General Requirements:

- Completed Bachelor's degree with a 3.0 minimum GPA
- Acceptance into the certificate program
- 15 hours of coursework must be completed to receive the graduate certificate. Hours can be used later towards an MA in Advertising & Public Relations, if desired. Students can also enroll in another MA program concurrently with the certificate program. Transfer credit is not allowed for use towards the certificate program.
- The certificate program is designed to be completed in one year. Students must complete the program within six years of enrollment.

Curricular Requirements

Certificate in Digital Communication		Hours
APR 522	Media Strategy and Analytics	3
APR 524 or APR 525	Reputation Comm Strategy Brand Communication Strategy	3
APR 541	Digital Communication Strategy	3
APR 542	Writing for Digital Comm	3
APR 543	Advanced Digital Marketing	3
Total Hours		15

Fall	HourSpring	HourSummer	Hours
APR 522	3 APR 524 or 525	3 APR 543	3
APR 541	3 APR 542	3	
	6	6	3

Total Hours: 15

Transfer Credit

See the Graduate School's Policy on Transfer of Credit (p. 15).

Time Limits for Degree Completion

See the Graduate's School Policy on Time Limits (p. 15).

Academic Misconduct

See the university policy on academic misconduct (p. 7).

Withdrawals and Leave of Absence

See the Graduate School policy on withdrawals and leave of absence (p. 244).

Academic Grievances

See the university policy on academic grievances (p. 255).

Grades and Academic Standing

See the Graduate School policy on Grades and Academic Standing (p. 28).

Department of Communication Studies

- Major
 - Communication Studies, MA (p. 490)

Professors

- Beth S. Bennett
- Robin Boylorn

Associate professors

- Meredith Bagley
- Robin M. Boylorn
- Heather Carmack
- Darrin J. Griffin
- Sara Hartley
- Leah LeFebvre
- Mary M. Meares
- Jessy Ohl
- Joshua R. Pederson

Assistant professors

- Anneliese C. Bolland
- Adam Sharples Brooks
- William Sim Butler
- Nikita Harris
- Peter Jensen
- Caroline S. Parsons
- Cynthia Peacock
- Benjamin Pyle

Interim Chair

- Darrin J. Griffin

Adjunct instructors

- Jane S. Baker
- Dan Mangis

Associate professor emeritus

- Frank M. Thompson, Jr.

Professor emeritus

- Thomas Harris

COM500 Introduction to Graduate Studies
Hours 1,3

This course is an introduction to graduate level learning in the discipline of Communication Studies. The primary goal is to provide new graduate students with an orientation to the discipline and the department. This course provides a broad introduction to the various topics and approaches of studying communication, including the metatheoretical principles guiding knowledge production. As such, students will be introduced to theories and concepts of Communication, as well as how these can be applied to understand phenomena across various contexts. Another goal of the course is to prepare students for success in graduate studies by reinforcing skills such as critical reading, writing, information gathering, syntheses, and presentation. The course covers program requirements, degree completion options, and professional development within and outside academia.

COM501 Introduction to Teaching Public Speaking
Hours 1

The primary goal of this course is to facilitate the instruction of COM 123 Public Speaking. Graduate students enrolled in this course will provide lesson plans for their classes and discuss options for improving classroom learning.

[View All Courses](#)

Communication Studies, MA

Master of Arts in Communication Studies

The 30 hour master of arts degree program in the Department of Communication Studies is designed to promote advanced understanding of the social influence of communication in its various forms and venues. The program celebrates the rich diversity of communication by emphasizing four areas of study: rhetoric and political discourse, interpersonal communication, communication and culture, and organizational leadership (online).

After becoming familiar with the theoretical and methodological foundations of communication, students can customize their plan of study to support their particular interests and professional aspirations, including doctoral study, teaching, public service, communication consulting, entrepreneurship, and corporate or nonprofit leadership.

Areas of Study:

Rhetoric and Political Discourse

Rhetoric and Political Discourse focuses on how communication shapes political identity, community, and public culture. Students gain expertise in ancient and contemporary approaches to rhetoric and political discourse and use those ideas to understand and critique public messages. Ultimately, the program aims to develop engaged citizen-scholars equipped with the skills to invent, understand, and critique impactful communication.

Interpersonal Communication

Interpersonal Communication provides a theoretical and methodological foundation for verbal and nonverbal communication within families, romantic partnerships, social groups, and organizations. Student learn the history, empirical developments and practical applications of interpersonal communication research, aligning with ongoing research with the Interpersonal Research Group (IRG) and the Alabama Life Institute.

Communication & Culture

In this area of study, students learn to understand and appreciate the nuances of human communication within and across multiple cultures. By studying communication in a variety of cultural settings, students become more equipped to meaningfully connect with others in an increasingly global world.

Organizational Leadership (Online)

Whether you want to move up in your company or make a career change, this curriculum is designed to foster effective leadership and improve group and interpersonal dynamics. Through the Organizational Leadership specialization, you will gain additional skills that are directly applicable to any workplace.

Admissions

Main Campus

Applications for main campus admission are reviewed for both fall and spring term entry, though fall entry is encouraged.

Recommended Dates for Submitting Applications for Admission

- **December 1:** for fall applicants requesting departmental nomination for Graduate School fellowship opportunities
- **February 1:** for fall applicants requesting consideration for departmental assistantships
- **May 1:** for applicants seeking fall term entry
- **November 1:** for applicants seeking spring term entry

Distance Learning

Applications for distance learning admission are reviewed year-round for fall, spring, and summer term entry. Decisions for distance learning admission are made on a rolling basis, based on available space.

Recommended Deadlines for Submitting Completed Applications

- **April 1:** for distance learners seeking summer entry
- **July 1:** for distance learners seeking fall term entry
- **November 1:** for distance learners seeking spring term entry

Applicants who submit after these deadlines may be asked to move to a later entry term.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Department of Communication Studies uses a *plan of study*, either pre-approved or planned with a faculty advisor. Each plan of study must meet the minimum program requirements established by the Department of Communication Studies and the Graduate School. A master of arts degree in communication studies requires a minimum of 30 hours. A minimum of 21 graduate hours must be completed in the communication discipline.

Students are encouraged to review the Communication Studies departmental website for advising information and submit a plan of study.

Communication Studies MA		Hours
Foundation Requirement		3
COM 500	Intro Graduate Studies	
Theory Requirement		6
COM 561	Human Communication Theory	
COM 541 or	Contemporary Rhetorical Theory	
COM 571	Organizational Com	

Method I Requirement	3
COM 548 Sem Rhetorical Criticism or COM 550 Qualitative Research Methods	
Method II Requirement	3
Choose one of the following courses, or an advisor approved methods course within or outside the communication studies discipline: COM 550, COM 548, COM 572, COM 573, COM 578, CIS 603, CIS 608, CIS 609, CIS 675, CIS 679, EN 653, BER 631, BER 632, BER 637, PY 602	
Electives	9-15
9-15 credits depending on degree completion option, including up to 6 hours outside of the communication discipline	
Degree Completion Options	3-6
Students must complete one of the following options according to their approved plan of study	
COM 599 Thesis Research (6 hours)	
COM 598 Professional Project (3 hours) or COM 590 Internship	
COM 580 Capstone Seminar (3 hours) Comprehensive Exams (No Course Required)	
Total Hours	30

Accelerated Master's Program

Admission into the program begins when the student applies for admission to the Graduate School. Upon admission to the Graduate School, the student will be allowed to take graduate-level courses and begin a program of study leading to the Master of Arts degree in Communication Studies. For more information, consult the Graduate School policies. Graduate School information on Accelerated Master's Program (p. 7).

Comprehensive Exam

Taken during the final semester, the examination allows students to demonstrate knowledge gained from theory, method, and elective courses. Students will form a committee of three faculty members who will administer and evaluate the exams. Graduate School information on Comprehensive Exams.

Professional Option

Students who choose to pursue the professional option for degree completion must secure permission before enrolling in the completion course (COM 598 or COM 590) by submitting a formal proposal to their academic advisor. Additionally, students in the professional option are required to submit, at the end of their coursework, a Capstone Portfolio for their advisor's approval.

Organizational Leadership Emphasis Requirements

The following courses fulfill the Organizational Leadership Emphasis and can be combined with a recommended pathway to fulfill the Communication Studies MA degree program requirements. The recommended pathway can be found on the Communication Studies Graduate Program website.

Code and Title	Hours
Organizational Leadership Emphasis (12 hours)	
COM 555 Conflict and Negotiation	3
COM 560 Group Leadership	3
COM 571 Organizational Com	3
COM 572 Org Assessment/Intervent	3
Total Hours	12

Transfer Credit

Although the Graduate School permits up to 12 hours of transfer credit, the department rarely approves more than 3-6 hours of graduate course work completed in another program. No transfer requests will be considered prior to a student's entry into the MA program. After having successfully completed at least one semester in the program and with their advisor's approval, MA students may petition the department to consider transfer credit toward completing their plans of study. For approval, graduate coursework completed in another program should either correspond with a required course in the program or be approved as a relevant elective course.

Time Limits for Degree Completion Requirements

See Graduate School policy for more information (p. 15)

Academic Misconduct Information

See Graduate School policy for more information (p. 7)

Withdrawals and Leave of Absence Information

See Graduate School policy for more information (p. 244)

Academic Grievances information

See Graduate School policy for more information (p. 255)

Grades and Academic Standing

See Graduate School policy for more information (p. 28)

Graduate School Deadlines

See Graduate School policy for more information

Application for Graduation Information

See Graduate School policy for more information. (p. 15)

Acquisition of Financial Support:

All admitted and currently enrolled graduate students in good standing in the College of Communication & Information Sciences, both main campus and online, are eligible to apply for a graduate teaching assistantship (GTA), graduate research assistantship (GRA), and/or graduate administrative assistantship (GAA) position funded by the college by submitting the C&IS Graduate Assistantship Interest Application.

Positions range from 10 hour a week (.25 FTE) positions with half tuition and benefits to 20 hour a week (.5 FTE) positions with full tuition and benefits, although online students are not eligible for university sponsored health insurance. Positions and funding offers vary from one semester in duration to multiple years. Funding levels and lengths are

communicated via an offer letter or memorandum of appointment, which will indicate an end date of financial support.

Funding decisions for incoming students are generally made between January and May, and decisions for currently enrolled students without funding are generally made between May and July. Currently enrolled students in good standing whose funding is expiring may petition the Associate Dean of Graduate Studies in writing for continued support, and those decisions are also generally made between May and July.

In addition to college assistantships, excellent students may be nominated by the college for University of Alabama fellowships. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits without work expectations for a defined period set by the Graduate School.

Beyond college-funded assistantships, additional funding opportunities may arise from individual faculty or departments in support of grant work, research projects, teaching specific courses, assisting with administrative projects, etc.

All students funded on assistantships must meet the Performance Expectations for Continuing Financial Support (see below) and funding may be removed prior to the end date of financial support in accordance with the Conditions for Termination of Financial Support (see below).

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in a degree program in the College of Communication & Information Sciences and be making satisfactory academic progress to the completion of the degree.
- The student must complete all mandatory trainings and abide by all rules and policies held by The University of Alabama, College of Communication & Information Sciences, and the department of their work assignment.
- The student must adequately perform all duties assigned to them in a timely manner as defined by the supervisors of their work assignments, including logging work hours if assigned for the position and submitting a semesterly evaluation of their work assignment.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria may be subject to termination of financial support pending C&IS Office for Graduate Studies administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Academic Unit Head and Associate Dean of Graduate Studies may recommend immediate termination of financial support, termination of financial support at the end of the current semester or termination of financial support at the end of the following semester. Students will be notified in writing of any decision to terminate financial support prior to the original end date of funding.

- *Dereliction of Duty.* Dereliction of duty includes, but is not limited to, failure to comply with UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the supervisor; failure to satisfactorily complete all activities associated with the funded position as defined by the supervisor; failure to submit required performance evaluations, etc.
- *Academic Misconduct.* Penalties for resolved academic misconduct cases, including potential loss of financial support, will be determined

with guidance from the UA Graduate School and the Office for Graduate Studies.

- *Insufficient Academic Progress.* Insufficient academic progress, as determined by the student's advisor and the Office for Graduate Studies, includes, but is not limited to, students taking courses that do not align with the program requirements; students admitted to candidacy who do not make adequate research progress on their dissertation, failure to pass comprehensive exam, failure to pass proposal defense, etc.
- *Academic Warning & Academic Suspension.* Students on academic warning from the UA Graduate School are not eligible to hold assistantships. In addition to the loss of the assistantship for the semester of Academic Warning, a review of the student will determine if future committed funding will be revoked regardless of successfully earning good standing within the completion of the next 12 credit hours. In all cases, if a student is suspended, all future funding commitments are revoked.

Department of Journalism & Creative Media

- Major
 - Journalism & Media Studies, MA (p. 493)

Professors

- Billings, Andrew C.
- Bragg, Rick
- Britt, Rebecca
- Evans, William
- Parrott, Scott
- Lowrey, Wilson

Associate Professors

- Bruce, Michael (Department Chair)
- Bragg, Dianne (Associate Department Chair)
- Barnidge, Matt
- Clark, Chandra
- Daniels, George
- Diehl, Trevor
- Maddox, Jessica
- Panek, Elliot (Graduate Coordinator)
- Roberts, Christopher
- Vesey, Alyx

Assistant Professors

- Bauer, A.J.
- Colvin, Brandon
- Grant, Tom
- Haley, John
- Harris, Brandon
- Jolly, Ginger
- Kanthawala, Shaheen
- Marghitu, Stefania
- Miller, Kaitlin
- Palmer, Landon
- Sadri, Sean

- Shin, Sooyoung
- Zirugo, Danford

Affiliate Graduate Faculty

- Anderson, Lars
- Brantley, Chip
- Champion, Maya
- Hudson, Brett
- Mayfield, Mark
- Robinson, Becky

JCM501 Media Production Tools

Hours 3

Instruction in and critical analysis of communication technologies used in the production of community journalism.

JCM502 Producing Community Journalism

Hours 3

This course focuses on gathering, writing, editing, and presenting of news and information across media platforms.

MC501 Mass Media Law Reguln

Hours 3

A study of the laws affecting the media, decisions, and case histories that act as guides for the media. Independent readings and papers are required.

MC513 Communication/Diversity

Hours 3

Study and analysis of issues of diversity as they relate to groups in society and in communication fields. Emphasis is on the media's treatment of various groups in society.

[View All Courses](#)

Journalism & Media Studies, M.A.

The Department of Journalism and Creative Media offers the Master of Arts degree with a major in Journalism & Media Studies. Students work closely with a faculty dedicated to the principles and practices of sound journalism, mass communication and scholarly inquiry. The program offers three options for study (see specific details under the "Requirements" tab):

- **Plan I Thesis option (on-campus)** - Individuals who seek in-depth knowledge and mastery of one or more of the subfields and methodologies of journalism or media studies — for example, mass communication history, mass communication law, critical and cultural communication, mass communication theory and methods. These individuals typically follow Plan I (thesis option) and may go on to pursue doctorates. Those with significant experience in the journalism field may teach without the PhD degree.
- **Plan II non-Thesis option (on-campus)** - Individuals who seek to work professionally in writing, editing, visual journalism, electronic news and/or digital journalism, and who wish to develop conceptual knowledge of the field, as well as critical-thinking and problem-solving skills, typically follow Plan II. In addition to the standard professionally focused curriculum, individuals may also choose from Community Journalism or Sports Media concentrations.
- **Plan II Distance Learning option** - Individuals who wish to earn graduate credit through distance education can enroll online. This option is ideal for people eager to expand their knowledge base,

individuals looking to start a career in news, and those interested in teaching in the field of journalism and media.

The program serves both recent BA recipients, whether in journalism/ mass communication or other fields, and professionals seeking to deepen their knowledge.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Three letters of recommendation
- Resume
- Examples of journalistic work if available — e.g., stories, photos or multimedia — via hard copy, disk, or website link
- Statement of Purpose addressing how the degree will advance the applicant's professional and educational goals
- A TOEFL score of at least 90 (with a score at least 24 on each of the speaking and writing sections) for non-native English speakers who are required to submit an English Language test score (see admissions criteria link below). International applicants who prefer to submit IELTS test scores must score at least 7.0 and also score at least 7.5 on the speaking section and 6.5 on the writing section. International applicants who meet these criteria may also be invited to participate in a videoconference with the college application review committee

The department faculty may require up to nine hours of additional coursework for applicants lacking undergraduate classes related to the professional values and competencies that are central to the master's program.

Deadlines (note that earlier applications are given priority for funding)

Thesis & Project-Oriented Tracks on UA Campus

- Applications accepted year-round
- Fall semester admission prioritized, but spring admission may be considered.
- Priority deadline for applicants interested in funding: January 31
- Priority deadline for completed applications: March 31

One-Year Community Journalism Concentration on UA Campus

- Applications ONLY accepted for fall semester
- Priority deadline for applications: February 1
- The one-year concentration in Community Journalism admits a limited number of students each fall. Applicants not accepted for Community Journalism may be considered for other master's paths in the Department of Journalism & Creative Media.

OTIDE Online Journalism & Media Studies MA

- Applications accepted year-round for fall, spring, and summer admissions

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Each student entering the graduate program in Journalism & Media Studies must complete 31 semester hours of credit, under either plan (I or II) of study. Students may choose one of the following options for completing their degree program:

Plan I - Thesis option (available to main campus students)

Plan II - Non-thesis option (available to main campus students)

Plan II - Non-thesis option - Online (offered Online through OTIDE)

Plan II - Non-thesis option - Community Journalism Concentration (available to main campus students)

Plan II - Non-thesis option - Sports Media Concentration (available to main campus students)

Plan I - Thesis Requirements

The thesis option is a research / academic track that allows you to study and think critically about journalism from a variety of scholarly approaches. You will explore news and its role in society and its effects on audiences, factors that shape decisions, the history of journalism and the legal and ethical implications of journalism. This two-year option is highly customizable and allows for 12 hours of elective credit that can be taken across disciplines (available to main campus students only).

Code and Title	Hours
Required Courses	
JCM 500 Grad Studies Orientation ¹	1
MC 551 or Sem Communication Theory	3
CIS 605 Cultural and Critical Theory	
MC 550 or Research Methods	3
CIS 609 Humanistic Research Methods	
JCM 562 or Cont. Issues in Journalism	3
JCM 522 Science & Environment in Media	
or	
JCM 520 Media Effects	
or	
MC 526 Race, Gender and Media	
JCM 563 History of Jour. and Media	3
JCM 599 Thesis Research	6
General Electives ^{2, 3}	12
A minimum of 12 hours in JCM (500-599), MC (500-599), or CIS (600-699) courses.	
Total Hours	31

Footnotes

- ¹ All students must enroll in JCM 500 Grad Studies Orientation their first year of study
- ² With their thesis advisor's approval, research-focused master's students may take elective courses in other UA departments and colleges. For example, a graduate student interested in media effects may take 500-level coursework in psychology if approved by their advisor and the course instructor.
- ³ If a student chooses to pursue an independent study with a faculty member for elective credit, they must sign up for three credit hours of JCM 590 with the supervising professor. A proposal must be submitted and approved by the graduate coordinator and department chair detailing the purpose of the independent study.

Plan II: Non-Thesis (Exam/Project) Requirements

On-Campus Option - Under this option (available to main campus students only), students can complete the on-campus degree and have their studies culminate in an in-depth project or comprehensive exams. This professionally focused option includes skills and conceptual courses that help students master knowledge about journalism and

media. This two-year option is highly customizable and allows for 15 hours of elective credit that can be taken across disciplines. It requires completion of 31 total hours, with 28 hours of graduate courses, and a 3-hour project or comprehensive exams in JCM 597.

Online Option (OTIDE) - This professionally focused option is available entirely online for students who wish to have flexibility to complete coursework around their everyday lives. Students can complete the program in as little as 18 months, taking both skills and conceptual courses that help students master knowledge about journalism and media. This options requires completion of 31 total hours, with 28 hours of graduate courses, and a 3-hour project or comprehensive exams in JCM 597.

On-Campus Community Journalism Concentration (Com-J) - Our award-winning, one-year (August - July), on-campus, professional offering is designed to support community journalism by establishing trained professionals in the field. In this program, you will explore new ways to serve communities through evolving journalism practices and digital innovation. The hands-on curriculum relies heavily on experiential learning, rather than a thesis. It includes a May-through-July internship at the University's Digital Media Center, which includes Alabama Public Radio and WVUA-23, a commercial television station in Tuscaloosa. Students interested in the Community Journalism concentration should indicate interest in their Graduate School application and statement of purpose.

Code and Title	Hours
Required Courses	
JCM 500 Grad Studies Orientation ¹	1
JCM 552 or Journalism Theory and Research	3
MC 550 Research Methods	
JCM 562 Cont. Issues in Journalism	3
JCM 597 Master's Project	3
JCM 555 or Entrepreneurial Journalism	3
JCM 553 Making Media Innovation	
or	
MC 551 Sem Communication Theory	
JCM 563 History of Jour. and Media	3
Electives or Concentration ²	12
A minimum of 12 hours in JCM (500-599) or MC (500-599) courses, or the completion of a concentration.	
General Elective	3
Total Hours	31

Footnotes

- ¹ All students must enroll in JCM 500 Grad Studies Orientation their first year of study.
- ² If a student chooses to pursue an independent study with a faculty member for elective credit, they must sign up for three credit hours of JCM 590 with the supervising professor. A proposal must be submitted and approved by the graduate coordinator and department chair detailing the purpose of the independent study.

Plan II - Community Journalism Concentration Requirements

Code and Title **Hours**
Students in this concentration must select JCM 552 and either JCM 553 or JCM 555 in their program core.

Concentration Requirements

JCM 501	Media Production Tools	3
JCM 511	Depth Reporting	3
JCM 502	Prod. Com. Journalism	3
JCM 572	Sem. in Prof. Journalism	3
Total Hours		12

Plan II - Sports Media Concentration Requirements

Code and Title		Hours
Concentration Requirements		
Students in this concentration must select JCM 552 and either JCM 553 or JCM 555 in their program core.		
Electives - Select 4		12
JCM 517	Advanced Sports Writing	
JCM 535	Sports Documentary	
MC 530	Video Games and Media	
MC 531	Sports & Social Media	
MC 564	Sports Media Research	
MC 546	Issues in Sports Media	
Total Hours		12

Transfer Credit

Students transferring from another graduate program can have up to 12 hours accepted from their prior program for the M.A. degree, pending a curriculum review by the graduate coordinator. In addition, non-degree seeking students can enroll in M.A. classes, pending review by the graduate coordinator. Non-degree students must seek degree status in order to continue after taking 12 credit hours. For more information see the Graduate School Transfer Policies. (p. 15)

Accelerated Master's Program

Through the Accelerated Program (AMP), rising UA seniors who have demonstrated high performance can take courses that count simultaneously toward their undergraduate and graduate degrees. Interested students apply for the AMP program during their junior year and work with the graduate coordinator to create a plan of study to complete their undergraduate degree during their first year as a graduate student. See the Accelerated Master's Program section of this catalog for more information. (p. 7)

Expedited Admission Track into the CIS Doctoral Program

The Expedited Admission Track into the CIS doctoral program allows highly qualified students who completed an undergraduate degree to join the doctoral program. Such students begin graduate coursework in the JCM program and complete their graduate degree as College-wide doctoral candidates, with a streamlined application process for admission or to transfer credit hours into the doctoral program. In short, if admitted on the expedited track, candidates will be able to count 24 hours of coursework, rather than the usual maximum of 12 hours, toward their doctoral degree. Students cannot simultaneously enroll in the AMP program and Expedited Admission Track. See the C&IS Statement of Purpose Guidelines for complete requirements. Otherwise the process requires admission into the JCM program and the CIS doctoral program. Applicants must submit a statement of purpose indicating interest and commitment to graduate work through the doctoral level. Upon completing 24 hours of graduate coursework at the level (18 hours

of core classes, and two journalism classes), students must pass a comprehensive qualifying exam to continue toward the doctoral degree.

Plan I - Thesis Process Requirements

The following applies to students pursuing a master's degree under Plan I (Thesis):

The student is required to complete a thesis, which must be orally defended. Students will work with their adviser to identify a gap in the scholarly research devoted to a topic in journalism and creative media. The student will conduct a review of related literature, and propose and execute original research that will answer the overarching research inquiry. The thesis can be completed no earlier than the second year of a program. Students will enroll for six hours in JCM 599, as part of that process.

Committee: Students must form a committee of two JCM faculty members and one faculty member outside of JCM. Students are encouraged to have their faculty adviser serve as thesis chair. The thesis chair must be a tenured or tenure-track professor with associate or full graduate faculty status. An form must be submitted to the Graduate School for the dean's approval of the committee members.

Proposal: Students must submit a proposal detailing (1) a specification of the topic and its significance, (2) a review of relevant literature, along with proposed research questions and/or hypotheses, (3) a proposed methodology and (4) a calendar for projected completion. The committee must approve the proposal before the student can proceed with the project.

Final Report: The final thesis must include (1) a specification of the topic and its significance, a review of relevant literature, along with proposed research questions and/or hypotheses, (3) a detailed methodology, (4) an analysis of the results, and (5) a discussion of the theoretical and practical implications of the results. The final report must be submitted to the committee at least two weeks before the oral defense.

Oral Defense: Students will defend their final thesis to their committee for approval. It is the student's responsibility to notify the Graduate School of their defense by submitting the final thesis and the relevant paperwork before the deadlines set by the Graduate School. Defenses are open to all faculty members in the department. Students must be enrolled in JCM 599 during the semester they defend their thesis. During the oral defense, students are questioned on their thesis. Questions often concern the methodological design, theoretical foundation, results, and theoretical/professional implications of the thesis project. For the student to pass the oral defense, committee members must be satisfied the student has gained sufficient knowledge in core areas study and demonstrated this knowledge in the design, execution, and completion of the thesis project. A successful thesis will demonstrate research capacity, independent thought, and the ability to interpret materials.

Plan II - Non-Thesis Process Requirements

Plan II students take a comprehensive exam or produce a Capstone project. Similarly, a Capstone project or a comprehensive exam is required for distance learning students.

Capstone Project: The project option is competitive. Students wishing to pursue a project option must formally submit a brief proposal for the project to the student's MA committee before the end of the first week of the student's final semester. Students will be notified about acceptance during the second week.

The students' master's committees, each of which consists of the JCM 597 instructor and one other faculty member (see committee details below), will collectively review proposals and approve no more than five MA projects each semester –i.e., the five projects that are judged to be the best will be selected each semester. Judgment criteria include relevance, importance, coherence, thoroughness, creativity, practicability and writing quality.

About the project: The MA project may focus on a media work (e.g., an in-depth journalistic report, a documentary, etc.); a media innovation (e.g., an online entrepreneurial media product or app); or a scholarly research study (in the social sciences or the humanities). The project is not a fully completed work, but instead consists of the following three components: (1) a detailed plan for carrying out a completed work; (2) a "prototype" or "pilot" of the work; and (3) a conceptual paper in which the student reflects on the project.

Here are details about each component:

1. A detailed plan (due week 6): In this component, students provide a rationale for the project that includes evidence that demonstrates a need, and a description of how the full project will be completed. For journalistic works, students provide background on the issue, statistics and other evidence that show it is a socially important issue, information about previous journalistic reporting on the issue, and details about how the piece will be reported. For research studies, students produce a literature review, theoretical explanation, and a methodology section. For media innovations or entrepreneurial works, students provide a brief explanation of the innovation, and a business plan, including mission and goals, audience/market analysis, and revenue plans. Students receive feedback that may inform their project moving forward.
2. Prototype/pilot of the finished product (due week 10). In this component, students produce an example of the completed work. For a journalistic work, this is a substantial reported and sourced overview that introduces what would be a more involved journalistic work. For a research project, this would be a pilot study.
3. Reflection paper (due week 12). Students write a six-page conceptual paper that draws implications about the project from the perspective of two of the four core knowledge areas of the program (theory, methods, history, issues/ethics). This paper includes citations and demonstrates understanding of, and an ability to think critically about, these perspectives.

To graduate the same semester, each student must orally defend their projects to their two person committee no later than week 12 of the semester (no later than two full weeks before the last day to submit examination results to the Graduate School). The defense should be in person. A phone conference is acceptable only if there are technological barriers.

Each student pursuing a project will have a committee of two graduate faculty: (1) the JCM 597 class instructor and (2) a second faculty member. The JCM 597 instructor serves as the committee chair and must be a full or associate member of the graduate faculty. The second committee member may be a temporary, associate or full member of the graduate faculty. The second member may come from outside the University, but in this case, must be appointed as temporary graduate faculty. The area of expertise of the second committee member should complement the project's focus.

Committee responsibilities: In the case of project students, committee members provide feedback on the project proposal, feedback on student questions during the JCM 597 class, and feedback on the completed project. Committee members determine if the project proposal is

accepted. Both attend the defense of the project and determine if the project and defense demonstrate competency.

Comprehensive Exam

Students who choose the comprehensive exam option, or are not approved for the project option must complete the comprehensive exam. They will take comprehensive exams by enrolling in JCM 597 (three hours) during their final semester, and a three-hour approved elective, to reach the required 31 hours for a degree. Students must have completed their core required courses before taking JCM 597.

Each student will complete four essay questions in an open-book format over the course of 48 hours to be identified by the department in the JCM 597 syllabus at the beginning of the semester. The questions cover the core classes - contemporary issues and ethics, history, methods, and theory. Four professors ask the questions and evaluate students' responses, determining whether the responses warranted evaluations of (a) passed, (b) revisions, or (c) fail. Students who do not pass the initial question will first be asked to revise the response. Students who decline to complete revisions will fail the course. Students who revise and resubmit their answer will have the response re-evaluated by the relevant faculty member, who will determine whether the student passed or failed.

The examination committee will determine whether the student has passed, must perform additional work to demonstrate competency in one or more areas of the examination, or has failed the examination. This determination will be made within one week (seven days) of completion of the exam. When additional work is required, the examining committee may choose to administer another oral examination within the same semester. In the case of a clear failure, re-examination must take place after six months and before twelve months have elapsed. Each of the four portions of the preliminary examination may be taken only twice. The examining committee will rule either pass or fail on the second examination.

Fieldwork/Practicum/Internship Requirements (COM-J)

Our award-winning, one-year professional offering is designed to support community journalism by establishing trained professionals in the field. In this program, you will explore new ways to serve communities through evolving journalism practices and digital innovation. The hands-on curriculum relies heavily on experiential learning, rather than a thesis. It includes a May-through-July internship at the University's Digital Media Center, which includes Alabama Public Radio and WVUA-23, a commercial television station in Tuscaloosa. Community Journalism students must complete an internship and coursework during the interim and summer months culminating with a Capstone project. For the Capstone project, students will work together to produce a digital reporting project focused on a community issue or problem and report on that topic in depth. Students are required to pay tuition during this period, regardless of whether they served as research/teaching assistants during the previous fall/spring. Admission criteria and core curriculum requirements are identical to the traditional Plan II option.

Time Limits for Degree Completion

See the Degree Requirements section of this catalog for more information. (p. 15)

Student Progress Requirements

Students can be removed if their GPA scores do not meet minimum standards. Students generally must earn a 3.0 GPA in their first 12 hours in the program to maintain admission.

Academic Misconduct Information

See the Academic Misconduct section of this catalog for more information. (p. 7)

Withdrawals and Leave of Absence Information

See the Academic Policies section of this catalog for more information. (p. 244)

Academic Grievances Information

See the General Information section of this catalog for more information. (p. 255)

Grades and Academic Standing

See the Academic Policies section of this catalog for more information. (p. 28)

Graduate School Deadlines Information

See the Student Deadlines section of this catalog for more information.

Application for Graduation Information

Students must register for graduation before the deadline of the semester in which they expect to complete their degree. See the Graduation section of this catalog for more information. (p. 15)

Acquisition of Financial Support:

All admitted and currently enrolled graduate students in good standing in the College of Communication & Information Sciences, both main campus and online, are eligible to apply for a graduate teaching assistantship (GTA), graduate research assistantship (GRA), and/or graduate administrative assistantship (GAA) position funded by the college by submitting the C&IS Graduate Assistantship Interest Application.

Positions range from 10 hour a week (.25 FTE) positions with half tuition and benefits to 20 hour a week (.5 FTE) positions with full tuition and benefits, although online students are not eligible for university sponsored health insurance. Positions and funding offers vary from one semester in duration to multiple years. Funding levels and lengths are communicated via an offer letter or memorandum of appointment, which will indicate an end date of financial support.

Funding decisions for incoming students are generally made between January and May, and decisions for currently enrolled students without funding are generally made between May and July. Currently enrolled students in good standing whose funding is expiring may petition the Associate Dean of Graduate Studies in writing for continued support, and those decisions are also generally made between May and July.

In addition to college assistantships, excellent students may be nominated by the college for University of Alabama fellowships. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits without work expectations for a defined period set by the Graduate School.

Beyond college-funded assistantships, additional funding opportunities may arise from individual faculty or departments in support of grant

work, research projects, teaching specific courses, assisting with administrative projects, etc.

All students funded on assistantships must meet the Performance Expectations for Continuing Financial Support (see below) and funding may be removed prior to the end date of financial support in accordance with the Conditions for Termination of Financial Support (see below).

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in a degree program in the College of Communication & Information Sciences and be making satisfactory academic progress to the completion of the degree.
- The student must complete all mandatory trainings and abide by all rules and policies held by The University of Alabama, College of Communication & Information Sciences, and the department of their work assignment.
- The student must adequately perform all duties assigned to them in a timely manner as defined by the supervisors of their work assignments, including logging work hours if assigned for the position and submitting a semesterly evaluation of their work assignment.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria may be subject to termination of financial support pending C&IS Office for Graduate Studies administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Academic Unit Head and Associate Dean of Graduate Studies may recommend immediate termination of financial support, termination of financial support at the end of the current semester or termination of financial support at the end of the following semester. Students will be notified in writing of any decision to terminate financial support prior to the original end date of funding.

- *Dereliction of Duty.* Dereliction of duty includes, but is not limited to, failure to comply with UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the supervisor; failure to satisfactorily complete all activities associated with the funded position as defined by the supervisor; failure to submit required performance evaluations, etc.
- *Academic Misconduct.* Penalties for resolved academic misconduct cases, including potential loss of financial support, will be determined with guidance from the UA Graduate School and the Office for Graduate Studies.
- *Insufficient Academic Progress.* Insufficient academic progress, as determined by the student's advisor and the Office for Graduate Studies, includes, but is not limited to, students taking courses that do not align with the program requirements; students admitted to candidacy who do not make adequate research progress on their dissertation, failure to pass comprehensive exam, failure to pass proposal defense, etc.
- *Academic Warning & Academic Suspension.* Students on academic warning from the UA Graduate School are not eligible to hold assistantships. In addition to the loss of the assistantship for the semester of Academic Warning, a review of the student will determine if future committed funding will be revoked regardless of successfully earning good standing within the completion of the next 12 credit

hours. In all cases, if a student is suspended, all future funding commitments are revoked.

School of Library and Information Studies

- Majors
 - Book Arts, MFA (p. 501)
 - Library and Information Studies, MLIS (p. 504)
- Certificates
 - Archival Studies (p. 498)
 - Book Arts (p. 499)
 - Youth Literature and Services (p. 510)

Director

- Jamie Campbell Naidoo, Ph.D.

Professors

- Ramona Caponegro, Ph.D.
- Anna Embree, M.F.C.S.
- Bharat Mehra, Ph.D.
- Jamie Campbell Naidoo, Ph.D.

Associate professors

- Laurie Bonnici, Ph.D.
- Sarah Bryant, M.F.A.
- Dimitrios Latsis, Ph.D.
- Robert Riter, Ph.D.
- Miriam Sweeney, Ph.D.
- Jeff Weddle, Ph.D.
- Steven Yates, Ph.D.

Assistant professors

- John Burgess, Ph.D.
- Hengyi Fu, Ph.D.
- Jenna Kim, Ph.D.
- Yuan Li, Ph.D.

Instructor

- Kyle Holland, M.F.A.

Internship Coordinator

- Sybil Bullock, Ed.S.

School Library Internship Coordinator

- Karen Scott, M.L.I.S.

BA520 Elements of Letterpress Printing

Hours 3

This course is devoted to the fundamentals of letterpress. Students will develop fine craft skills in a studio environment. Through hands on assignments, students will be introduced to hand setting type, press operation, and image making techniques. They will learn fundamental terminology, gain an understanding of the interaction of type, ink, and paper, and develop familiarity with the equipment. The emphasis is on fine printing and relief image making.

BA521 Letterpress and the Printed Book

Hours 3

Students in this course will build on their skills on the press through the production of two assignments, culminating in the design and production of a book project. This course is focused on typographic design, the intersection of text and image, and press work. Readings and discussions in this course will focus on typography and the hierarchy of information in the book format.

Prerequisite(s): BA 520

LS500 Information Science and Technology

Hours 3

This introductory course examines information science through conceptual foundations and historical underpinnings of the field as they relate to the nature and roles of information and information institutions. Students will learn fundamental approaches to understand the relationships between Information and individuals, organizations, and society.

LS501 Information in Communities

Hours 3

This required course introduces students to values and ethics and power structures that impact information and information services to diverse communities. It serves as a foundation for broadly thinking about information, communities, power, and social responsibility of LIS professionals.

[View All Courses](#)

Archival Studies Certificate

The College of Communication & Information Sciences at The University of Alabama provides a program of study that leads to an ACHE-recognized Certificate in Archival Studies. This certificate offers a comprehensive grounding in the academic discipline of archival studies, and an understanding of the theory, art, and practice that informs archival work. Students have the opportunity to develop competencies for work with rare books, manuscripts, traditional records, and digital media.

Graduates of the certificate leave prepared for employment in academic, cultural, public, governmental, and corporate environments. Recent graduates are currently employed at leading institutions, including the Alabama Department of Archives and History (ADAH), the New York State Archives, the University of Washington, and Samford University.

Admissions

Applications are accepted from students pursuing graduate work in allied disciplines, or already possessing graduate degrees in related disciplines.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Three (3) letters of recommendation; for applicants who have been in school in the last 5 years, at least two (2) letters must be academic references.

Students who do not meet these requirements, but who excel in other areas, may be considered for "Admission with Permission to Continue." (p. 10)

Students pursuing the MLIS should apply for admission to the archival studies concentration.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Students complete a total of 15 hours for the archival studies certificate. Twelve hours come from required archival courses and the final 3 hours are from an approved archival elective.

Archival Studies Certificate		Hours
LS 555	Intro Archival Studies	3
LS 556	Archival Theory & Practice	3
LS 557	Archival Appraisal	3
LS 558	Archival Repres., Access & Use	3
Approved archival elective		3
BA 501	Mat & Tech of Bookbinding	
BA 504	Art and Culture of Zines	
BA 520	Elements of Letterpress	
BA 530	Elements of Bookbinding	
BA 534	Boxmaking	
LS 535	Records Management & Admin	
LS 550	Intro AV Archiving	
LS 551	AV Collections Management	
LS 552	Digital Preservation	
LS 553	Community Media Archiving	
LS 554	Digital Humanities	
LS 562	Digital Libraries	
LS 564	Prog. Digital Libraries	
LS 563	Linked Data	
LS 566	Metadata Fundamentals	
LS 570	Internship	
LS 581	Universal Design for Info Tech	
LS 582	Race Gender & Sexuality in LIS	
LS 583	Social Aspects of Information	
LS 590	Issues In Librarianship	
LS 598	Directed Research	
LS 630	Div Leadership in Info Orgs	
LS 631	Social Justice Inclusion Advoc	
LS 653	Descriptive Bibliography	
LS 654	Print Culture and Society	
LS 655	Book Artifact Materiality Text	
CIS 656	Electronic/Contemporary Pub.	
Total Hours		15

Transfer Credit

Transfer credits are not allowed for the archival studies certificate.

Time Limits for Degree Completion

All requirements for the master's degree must be completed during the six years (18 consecutive semesters) immediately preceding the date on which the degree is to be awarded. Additional information about time limits for degree completion for Masters programs is available at the Graduate School.

Academic Misconduct Information

Student academic misconduct is not permitted. In the event of perceived academic misconduct, the University Academic Misconduct Policy will be followed. More information is available here.

Withdrawal or Leave of Absence Information

Students who need to withdraw from a course, the university or take a leave of absence should contact their academic advisor and the SLIS director. Additional information is available on the Graduate School website related to withdrawals and leaves of absence.

Academic Grievances Information

Academic grievances are addressed according to the "University-Wide Academic Grievance Procedures" outlined in the University of Alabama Faculty Handbook.

Grades and Academic Standing

See here for Graduate School Policy information.

Book Arts Certificate

The Graduate Certificate in Book Arts prepares students to integrate history, materials and technologies of the book arts into their research and/or professional programmatic objectives. Students completing the certificate will obtain a historical, conceptual, and functional understanding of professional best practices, art processes of the three major studio areas that make up the book arts (papermaking, letterpress printing, and bookbinding), and an understanding of the significance of book arts within the broader context of art and craft.

The Book Arts Certificate is a general 15 credit hour program designed for scholars and professionals in other disciplines. It provides an overview of the book arts as a basis for the integration of material book studies into outside research or creative specializations. As a compliment to a primary field of study or professional practice, the certificate provides the expertise necessary to produce and critically examine creative bookwork within a historical context and contemporary framework.

Admissions

A Bachelor's degree at the time of initial enrollment, 3.0 GPA, and a statement of purpose is required. Students may apply to enroll directly or concurrently with another degree program. Applications will be reviewed on a rolling basis and students may begin their study in the Fall or Spring terms.

Applications to the MFA Book Arts program will receive priority over applications to the certificate program and the numbers of students admitted to each program will be closely monitored to ensure that courses are not filled beyond the capacity of the facilities and faculty.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Candidates for the Book Arts certificate must earn a minimum of 15 semester hours of credit, including at least 6 hours of studio courses and 9 hours of electives within the book arts program. All coursework must be completed with a grade average of "B" or better.

All certificate students must complete, as part of the 15 hours, the following required courses:

Code and Title	Hours
Required Studio Core Course Work	6
Select 2	
BA 501	Mat & Tech of Bookbinding
BA 520	Elements of Letterpress

BA 530	Elements of Bookbinding	
BA 541	Techniques of Hand Papermaking	
Electives		9
students cannot count double credit across core and electives		
BA 501	Mat & Tech of Bookbinding	
BA 502	Beyond Letterpress	
BA 504	Art and Culture of Zines	
BA 505	Introduction to Digital Design	
BA 510	The Whole Book	
BA 520	Elements of Letterpress	
BA 521	The Printed Book	
BA 524	Artist Books	
BA 530	Elements of Bookbinding	
BA 531	Case Binding and Edition Work	
BA 534	Boxmaking	
BA 541	Techniques of Hand Papermaking	
BA 542	Contemporary Hand Papermaking	
BA 593	Workshops In Book Arts	
LS 653	Descriptive Bibliography	
LS 654	Print Culture and Society	
LS 655	Book Artifact Materiality Text	
CIS 656	Electronic/Contemporary Pub.	
Total Hours		15

All graduate coursework required for the proposed certificate is already offered through the existing ACHE approved M.F.A. Book Arts Program. Students who complete the certificate will be provided formal recognition of specialized knowledge in Book Studies. This recognition will communicate that these graduates have skills and academic preparation in the arts and technologies of the book.

Transfer Credit

Up to 3 hours of graduate course credit may be transferred from another accredited university or may be elected from the offerings of other departments with approval of program advisor.

More information about transfer requirements can be found from the Graduate School (p. 15).

Comprehensive Examination/Capstone Requirements

All Book Arts certificate students will be required to build a portfolio of coursework, to be submitted in their final semester of enrollment. Coursework samples will be accompanied by a summation statement by the student about the portfolio and its relevance to their professional, academic, and/or creative goals. The portfolio will be reviewed and assessed by the book arts faculty in a one-on-one session with the student, and will be presented in a public showcase of student work. A passing vote will be required by the book arts faculty for the certificate to be conferred. Certificate portfolios reflect student learning in relation to the MFA Book Arts program learning outcomes (PLOs).

Programmatic Learning Outcomes (PLOs) for the Book Arts Certificate

1.) Students will demonstrate foundational book arts technical skills and the ability to think critically about their work.

2.) Students will demonstrate an understanding of the book as a cohesive object, and the ability to articulately describe the interrelationship between structure, material, and the conceptual framework.

3.) Students will demonstrate a working knowledge of the historical context of the book arts.

4.) Students will demonstrate an understanding of the relevance of the book art within contemporary art and craft, and a familiarity with active book arts institutions and contemporary book artists.

Time Limits For Degree Completion Requirements

Information about time limits is available here.

Academic Misconduct Information

Student academic misconduct is not permitted. In the event of perceived academic misconduct, the University Academic Misconduct Policy will be followed. More information is available here (p. 7).

Withdrawal or Leave of Absence Information

Students who need to withdraw from a course, the university or take a leave of absence should contact their academic advisor and the SLIS director. Additional information is available on the Graduate School website (p. 244) related to withdrawals and leaves of absence.

Academic Grievances Information

Academic grievances are addressed according to the "University-Wide Academic Grievance Procedures" outlined in the University of Alabama Faculty Handbook.

Grades and Academic Standing

Student Progress Requirement

All graduate students must earn and maintain an overall graduate grade point average (GPA) of 3.0 or better for all graduate courses undertaken at The University of Alabama. Grades below "C" count in computing the GPA but do not carry credit toward a degree. A graduate student with good academic standing whose GPA drops below 3.0 at any time after earning 12 semester hours will have earned Academic Warning.

Students who have earned academic warning or are in non-degree status may not hold graduate assistantships.

A student placed on Academic Warning has the next 12 hours of graduate work to raise the overall graduate GPA to 3.0 or better. The overall graduate GPA after the next 12 hours following academic warning must be at least 3.0 to avoid Academic Suspension (dismissal) from the Graduate School.

Note that academic dismissal from the department or Graduate School differs from dismissal for academic misconduct. Academic misconduct results in dismissal from the University. The Academic Misconduct policy may be found at the Provost's website.

Additional information about student progress and scholastic requirements is available on the Graduate School website (p. 28).

Permission to Continue Admission

Under exceptional circumstances, a student may be admitted to the Book Arts Certificate program if they do not meet the GPA requirement for regular admission (GPA of 3.0). If such an applicant is admitted, they will need to obtain permission to continue in the program after the first 12

semester hours of graduate-level work have been completed. Permission to continue is earned by achieving a GPA of "B" or better (3.0) in the first 12 semester hours. If the 12 hours are completed in a term in which the total credits exceed 12, the evaluation is made on the basis of all graduate-level work completed at the end of that term of enrollment. Once a student has been given the permission to continue they will be evaluated by the same student progress guidelines as regular admission students.

Students admitted under permission to continue designation who do not meet the 3.0 requirement after their first 12 hours of graduate-level work will not receive permission to continue in their graduate program and will be dropped from the program.

Graduate School Deadlines Information

The University of Alabama Graduate School keeps a calendar of specific student deadlines available on the Graduate School website.

Book Arts, MFA

The MFA Book Arts Program is a 60-credit hour course of study in the fine art and traditional practices of making books by hand. Individual artistic expression is cultivated through the development of craft skills based in historical principles, practice, and technique. Courses in letterpress printing and publishing, typography, hand bookbinding, hand papermaking, artist books, and the history of the book provide training and context for the role of the book as a medium for expression in art and society. Our emphasis is on the book as an integrated unit which combines materials, processes, and format with visual and textual voice, although there are opportunities for students who wish to pursue specific interests in one or more of these areas after the initial year of general study.

Admissions

Applications are considered holistically, so no single factor determines acceptance to the program. The MFA Book Arts program is selective, and does not admit every applicant.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include: a statement of purpose, resume, portfolio (in their area of experience), and three letters of reference.

Students who do not meet these requirements, but who excel in other areas, may be considered for "Admission with Permission to Continue."

Non-degree Admission Requirements

An applicant may be admitted as a non-degree student if the applicant has either a 3.0 undergraduate GPA or a 3.0 graduate GPA. No more than 12 hours may be taken as a non-degree-seeking student and applied to a degree.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Candidates for the MFA Book Arts degree must earn a minimum of 60 semester hours of credit, including at least 6 hours in the history of the book and 3 hours in a historical/theoretical course appropriate to the goals of the individual student; at least 36 hours in the book arts studio; a minimum of 15 hours of electives within or outside the book arts program. All coursework must be completed with a grade average of "B" or better. All students must spend at least four semesters in residence.

All MFA students must complete, as part of the 60 hours, the following required courses:

Code and Title		Hours
Required Courses		33
BA 520	Elements of Letterpress	
BA 521	The Printed Book	
BA 530	Elements of Bookbinding	
BA 531	Case Binding and Edition Work	
BA 541	Techniques of Hand Papermaking	
BA 592	Graduate Seminar	
BA 599	Creative Thesis Project (9 hours)	
Choose two:		
LS 653	Descriptive Bibliography	
LS 654	Print Culture and Society	
LS 655	Book Artifact Materiality Text	
Areas of Emphasis		12
Printing and Publishing		
BA 505	Introduction to Digital Design	
BA 522	Advanced Letterpress (3 to 6 hours)	
BA 523	Artist Book & Fine Press Publ. (3 to 6 hours)	
BA 524	Artist Books	
BA 593	Workshops In Book Arts	
Bookbinding		
BA 532	Leather Bound Books (3 to 6 hours)	
BA 533	Advanced Bookbinding (3 to 6 hours)	
BA 534	Boxmaking	
BA 593	Workshops In Book Arts	
Whole Book		
BA 505	Introduction to Digital Design	
BA 522	Advanced Letterpress (3 to 6 hours)	
BA 523	Artist Book & Fine Press Publ. (3 to 6 hours)	
BA 524	Artist Books	
BA 532	Leather Bound Books (3 to 6 hours)	
BA 533	Advanced Bookbinding (3 to 6 hours)	
BA 534	Boxmaking	
BA 542	Contemporary Hand Papermaking (3 to 6 hours)	
BA 593	Workshops In Book Arts	
Electives		15
BA 501	Mat & Tech of Bookbinding	
BA 502	Beyond Letterpress	
BA 504	Art and Culture of Zines	
BA 505	Introduction to Digital Design	
BA 510	The Whole Book	
BA 522	Advanced Letterpress (3 to 6 hours)	
BA 523	Artist Book & Fine Press Publ. (3 to 6 hours)	
BA 524	Artist Books	
BA 532	Leather Bound Books (3 to 6 hours)	
BA 533	Advanced Bookbinding (3 to 6 hours)	
BA 534	Boxmaking	
BA 541	Techniques of Hand Papermaking	
BA 542	Contemporary Hand Papermaking (3 to 6 hours)	
BA 593	Workshops In Book Arts	

BA 594	Pract Teaching Book Arts
BA 595	Independent Project
BA 596	Dir Research Book Arts
BA 597	Internship
CIS 656	Electronic/Contemporary Pub.
LS 555	Intro Archival Studies
LS 654	Print Culture and Society
ART 520	Printmaking
ART 620	Printmaking

One elective course must be historical/theoretical non-studio

Students may also take elective courses at the 500 or 600 level from any department in the university if approved by their advisor

Total Hours

60

NOTE: Students who are not enrolled in the MFA program and who wish to take book arts classes must obtain permission from the instructor before enrolling.

Transfer Credit

Up to 6 graduate credits, excluding thesis hours, may be transferred from another accredited university with approval of the approval of the student's advisory committee and the dean of the Graduate School.

More information about transfer requirements can be found from the Graduate School (p. 15).

Comprehensive Examination/Capstone Requirements

All MFA Book Arts students are required to complete a creative thesis project. The creative thesis project demonstrates, by means of a body of work, mastery of selected skills, a strong creative research agenda, and the capacity for critical and independent thought. Creative thesis projects reflect student learning in relation to the MFA Book Arts program learning outcomes (PLOs).

All creative thesis projects must be related to the book arts and must be approved by the student's thesis director and the student's thesis committee. The creative thesis project committee must include three individuals, including at least two full-time Book Arts faculty members, at least one of whom must be a full member of the graduate faculty; a third committee member may be a faculty member from another department of the University, a faculty member from another institution, or a well-qualified practitioner.

The student must obtain committee approval of their creative thesis project proposal prior to enrolling in thesis credit; a formal defense, public presentation, public exhibition, and written paper will constitute the final examination for the MFA Book Arts degree. The candidate must give members of the examining committee a minimum of two weeks to review the creative thesis project and written paper before the date of the final oral defense.

The creative thesis project 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 creative thesis project, as well as evidence that adequate facilities are available where the work will be done, to the head of the student's major department.

Protection of Human Subjects for Research

Scientific research involving human subjects has produced substantial benefits for society, but it also has posed troubling ethical questions. The mission of the University's Institutional Review Board (IRB) for Protection of Human Subjects is to ensure that research involving human subjects is conducted ethically. University and federal policies require that review and approval to use human subjects in research precede the research. In the case of thesis research that involves the use of human subjects, the principal investigator – normally the student – is responsible for contacting the college's Human Research Review Committee to obtain approval for the planned research. Both the student and the thesis chair are responsible for completing IRB training.

Programmatic Learning Outcomes (PLOs) for the MFA Book Arts Degree

The programmatic learning outcomes (PLOs) for students enrolled in the MFA Book Arts degree are :

- (1) Students will possess fundamental technical skills in the book arts.
- (2) Students will possess advanced technical skills in the area(s) of professional specialization.
- (3) Students will demonstrate a strong knowledge of the heritage, responsibilities, trends, and standards of the Book Arts profession, including an understanding of the interdisciplinary nature of the books arts.
- (4) Students will demonstrate an ability to think and speak critically about their own work and its place within contemporary book arts and book craft.

Time Limits for Degree Completion Requirements

All requirements for the master's degree must be completed during the six years (18 consecutive semesters) immediately preceding the date on which the degree is to be awarded. Additional information about time limits for degree completion for Masters programs is available at the Graduate School. (p. 15)

Student Progress Requirement

All graduate students must earn and maintain an overall graduate grade point average (GPA) of 3.0 or better for all graduate courses undertaken at The University of Alabama. Grades below "C" count in computing the GPA but do not carry credit toward a degree. A graduate student with good academic standing whose GPA drops below 3.0 at any time after earning 12 semester hours will have earned Academic Warning.

Students who have earned academic warning or are in non-degree status may not hold graduate assistantships.

A student placed on Academic Warning has the next 12 hours of graduate work to raise the overall graduate GPA to 3.0 or better. The overall graduate GPA after the next 12 hours following academic warning must be at least 3.0 to avoid Academic Suspension (dismissal) from the Graduate School.

Note that academic dismissal from the department or Graduate School differs from dismissal for academic misconduct. Academic misconduct results in dismissal from the University. The Academic Misconduct policy may be found at the Provost's website.

Additional information about student progress and scholastic requirements is available on the Graduate School website.

Permission to Continue Admission

Under exceptional circumstances, a student may be admitted to the MFA Book Arts program if they do not meet the GPA requirement for regular admission (GPA of 3.0). If such an applicant is admitted, they will need to obtain permission to continue in the program after the first 12 semester hours of graduate-level work have been completed. Permission to continue is earned by achieving a GPA of "B" or better (3.0) in the first 12 semester hours. If the 12 hours are completed in a term in which the total credits exceed 12, the evaluation is made on the basis of all graduate-level work completed at the end of that term of enrollment. Once a student has been given the permission to continue they will be evaluated by the same student progress guidelines as regular admission students.

Students admitted under permission to continue designation who do not meet the 3.0 requirement after their first 12 hours of graduate-level work will not receive permission to continue in their graduate program and will be dropped from the program.

Academic Misconduct Information

Student academic misconduct is not permitted. In the event of perceived academic misconduct, the University Academic Misconduct Policy will be followed. More information is available here (p. 7).

Withdrawals or Leave of Absence Information

Students who need to withdraw from a course, the university or take a leave of absence should contact their academic advisor and the SLIS director. Additional information is available on the Graduate School website (p. 244) related to withdrawals and leaves of absence.

Academic Grievances Information

Academic grievances are addressed according to the "University-Wide Academic Grievance Procedures" outlined in the University of Alabama Faculty Handbook.

Grades and Academic Standing

See here for Graduate School Policy information. (p. 28)

Graduate School Deadlines Information

The University of Alabama Graduate School keeps a calendar of specific student deadlines available on the Graduate School website.

Application for Graduation Information

Once requirements for the degree are completed, each candidate for a master's degree must apply for graduation through the Office of the Graduate School prior to the deadline posted each semester on the University of Alabama's Registrar Academic Calendar. The form "Application for Degree" is required for this purpose, and must be completed online via mybama.

Acquisition of Financial Support:

All admitted and currently enrolled graduate students in good standing in the College of Communication & Information Sciences, both main campus and online, are eligible to apply for a graduate teaching assistantship (GTA), graduate research assistantship (GRA), and/or graduate administrative assistantship (GAA) position funded by the college by submitting the C&IS Graduate Assistantship Interest Application.

Positions range from 10 hour a week (.25 FTE) positions with half tuition and benefits to 20 hour a week (.5 FTE) positions with full tuition and benefits, although online students are not eligible for university sponsored health insurance. Positions and funding offers vary from one semester in duration to multiple years. Funding levels and lengths are communicated via an offer letter or memorandum of appointment, which will indicate an end date of financial support.

Funding decisions for incoming students are generally made between January and May, and decisions for currently enrolled students without funding are generally made between May and July. Currently enrolled students in good standing whose funding is expiring may petition the Associate Dean of Graduate Studies in writing for continued support, and those decisions are also generally made between May and July.

In addition to college assistantships, excellent students may be nominated by the college for University of Alabama fellowships. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits without work expectations for a defined period set by the Graduate School.

Beyond college-funded assistantships, additional funding opportunities may arise from individual faculty or departments in support of grant work, research projects, teaching specific courses, assisting with administrative projects, etc. Additionally, the School of Library & Information Studies offers scholarships to help graduate students finance their education. Information regarding SLIS scholarships is available on the school's website.

All students funded on assistantships must meet the Performance Expectations for Continuing Financial Support (see below) and funding may be removed prior to the end date of financial support in accordance with the Conditions for Termination of Financial Support (see below).

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in a degree program in the College of Communication & Information Sciences and be making satisfactory academic progress to the completion of the degree.
- The student must complete all mandatory trainings and abide by all rules and policies held by The University of Alabama, College of Communication & Information Sciences, and the department of their work assignment.
- The student must adequately perform all duties assigned to them in a timely manner as defined by the supervisors of their work assignments, including logging work hours if assigned for the position and submitting a semesterly evaluation of their work assignment.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria may be subject to termination of financial support pending C&IS Office for Graduate Studies administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Academic Unit Head and Associate Dean of Graduate Studies may recommend immediate termination of financial support, termination of financial support at the end of the current semester or termination of financial support at the end of the following semester. Students will be notified in writing of any decision to terminate financial support prior to the original end date of funding.

- *Dereliction of Duty.* Dereliction of duty includes, but is not limited to, failure to comply with UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the supervisor; failure to satisfactorily complete all activities associated with the funded position as defined by the supervisor; failure to submit required performance evaluations, etc.
- *Academic Misconduct.* Penalties for resolved academic misconduct cases, including potential loss of financial support, will be determined with guidance from the UA Graduate School and the Office for Graduate Studies.
- *Insufficient Academic Progress.* Insufficient academic progress, as determined by the student's advisor and the Office for Graduate Studies, includes, but is not limited to, students taking courses that do not align with the program requirements; students admitted to candidacy who do not make adequate research progress on their dissertation, failure to pass comprehensive exam, failure to pass proposal defense, etc.
- *Academic Warning & Academic Suspension.* Students on academic warning from the UA Graduate School are not eligible to hold assistantships. In addition to the loss of the assistantship for the semester of Academic Warning, a review of the student will determine if future committed funding will be revoked regardless of successfully earning good standing within the completion of the next 12 credit hours. In all cases, if a student is suspended, all future funding commitments are revoked.

Library and Information Studies, MLIS

The Master of Library and Information Studies (MLIS) degree is a 36-credit-hour program, one of approximately 63 programs in the United States and Canada accredited by the American Library Association and the only ALA-accredited program in the state of Alabama. The degree prepares graduates to work in any type of library setting — public, school (PK-12), academic, or special. The MLIS also equips students for work in archives, information organizations, and in entrepreneurial and research environments, especially those using information technologies and artificial intelligence.

Admissions

Applications are considered holistically, so no single factor determines acceptance to the program. The MLIS program is selective, and does not admit every applicant. In addition to the minimum Graduate School admission requirements, to be considered for regular admission an applicant must include:

- Two (2) letters of recommendation; these letters should be professional or academic in nature, speaking to your ability to succeed in the MLIS program.
- Applicants who wish to be considered for a Graduate Council Fellowship must submit two (2) academic letters of recommendation from instructors who have taught them in undergraduate and/or graduate courses. Without two (2) academic letters of recommendation, applicants will not be considered for Graduate Council Fellowships.

Students who do not meet these requirements, but who excel in other areas, may be considered for "Admission with Permission to Continue."

For admission to the Class A School Library Media program, applicants must have:

- a valid bachelor's level or valid master's level professional educator certificate in a teaching field or a valid master's level professional educator certificate in another area of instructional support and
- two full years of full-time professional educational work experience in P-12 school system(s)

Also, applicants to the Class A program must have a criminal history background check as required by the Alabama Department of Education.

Applicants with out-of-state licensure who are employed or seeking employment in another state are responsible for knowledge about professional licensure requirements in the prospective states. An applicant with out-of-state licensure who intends to apply for Alabama certification must first apply for the prerequisite certification in Alabama before applying for Class A School Library Media certification in Alabama.

Non-degree Admission Requirements

An applicant may be admitted as a non-degree student if the applicant has either a 3.0 undergraduate GPS or a 3.0 graduate GPA. No more than 12 hours may be taken as a non-degree seeking student and applied to a degree.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Candidates for the MLIS degree must earn a minimum of 36 semester hours of credit from courses the School of Library and Information Studies (SLIS). Courses offered by the College of Communication and Information Sciences, as well as those in other University of Alabama academic units outside SLIS, can be taken on approval by a student's academic advisor. No more than six hours of courses can be taken outside of SLIS. All work must be completed with a grade average of "B" or better. A comprehensive portfolio comprised of course assignments reflecting program learning outcomes is required of all students. All MLIS students must complete, as part of the minimum 36 hours, the following 12 hours of required courses:

Core Requirements		Hours
LS 500	Info Sci & Tech	3
LS 501	Information in Communities	3
Technology Core (Choose One)		3
BA 505	Introduction to Digital Design	
LS 504	Tech Integ. in Youth Lib	
LS 552	Digital Preservation	
LS 560	Information Technologies	
LS 562	Digital Libraries	
LS 563	Linked Data	
LS 564	Prog. Digital Libraries	
LS 566	Metadata Fundamentals	
LS 569	Database Management	
Management Core (Choose One)		3
LS 508	Management Theory and Practice	
LS 530	Public Libraries	
LS 531	Academic Libraries	
LS 532	School Media Centers	
LS 533	Spec Libr & Info Centrs	
LS 535	Records Management & Admin	
LS 630	Div Leadership in Info Orgs	

Area of Emphasis	24
Total Hours	36

Students may take many pathways to the completion of the MLIS program and should work in conjunction with their assigned academic advisors in the construction of their program. Class A School Library-Media Certification or Archival Studies Concentration may be pursued. In addition, there are informal areas of emphasis offered in Academic Libraries, Digital Stewardship, Information Literacy, Information Organization and Retrieval, Information Science, Public Libraries, Social Justice & Inclusivity, Youth Services, and Collections, Communities & the Physical Book. Courses listed in these areas are suggested (not required). Students should consult with their academic advisor to design their unique course of study to meet individualized learning and career needs.

Areas of Emphasis

Academic Libraries	Hours
Management Core (choose one)	
Credit Hours Subtotal:	0
LS 508 Management Theory and Practice	3
LS 531 Academic Libraries	3
LS 533 Spec Libr & Info Centrs	3
Technology Core (choose one)	
Credit Hours Subtotal:	9
LS 566 Metadata Fundamentals	3
LS 569 Database Management	3
Academic Library Electives	
Credit Hours Subtotal:	6
LS 502 Research Methods	3
LS 505 Collection Development	3
LS 506 Cataloging and Classification	3
LS 507 User Ctr Info Services	3
LS 527 Info Lit. Instruct.	3
LS 567 Digital Reference	3
Other Useful Electives	
LS 524 Project Management	3
LS 555 Intro Archival Studies	3
LS 562 Digital Libraries	3
LS 563 Linked Data	3
LS 564 Prog. Digital Libraries	3
LS 565 Social Media and Informatics	3
LS 570 Internship	1 to 3
LS 580 Outreach to Diverse Population	3
LS 581 Universal Design for Info Tech (Management/Administration)	3
LS 582 Race Gender & Sexuality in LIS	3
LS 583 Social Aspects of Information	3
LS 584 Data Bias	3
LS 585 AI in Society	3
Digital Stewardship	Hours
Management Core (choose one)	
LS 508 Management Theory and Practice	3
LS 535 Records Management & Admin	3
Technology Core (choose one)	
LS 552 Digital Preservation	3

Digital Stewardship Electives	
LS 554 Digital Humanities	3
LS 562 Digital Libraries	3

Other Useful Electives

LS 524 Project Management	3
LS 563 Linked Data	3
LS 566 Metadata Fundamentals	3
LS 569 Database Management	3
LS 584 Data Bias	3
CIS 666 Information Policy	3

Public Libraries Hours

Management Core (choose one)

LS 508 Management Theory and Practice	3
LS 530 Public Libraries	3

Technology Core (choose one)

BA 505 Introduction to Digital Design	3
LS 504 Tech Integ. in Youth Lib	3
LS 560 Information Technologies	3

Public Library Electives

LS 507 User Ctr Info Services	3
LS 516 Phil, Fund, & Grants	3
LS 520 Early Child Lit & Story Prog	3
LS 521 Matl & Serv Children	3
LS 522 Matl & Serv YA	3
LS 523 Matl Services Adults	3
LS 541 Youth Programming	3
LS 544 Cultural Div Prog Youth & Fam	3
LS 580 Outreach to Diverse Population	3

Other Useful Electives

BA 501 Mat & Tech of Bookbinding	3
BA 504 Art and Culture of Zines	3
LS 505 Collection Development	3
LS 506 Cataloging and Classification	3
LS 515 Information Ethics	3
LS 524 Project Management	3
LS 543 Trad. & Digital Storytelling	3
LS 566 Metadata Fundamentals	3
LS 570 Internship	1 to 3
LS 581 Universal Design for Info Tech	3
LS 582 Race Gender & Sexuality in LIS	3
LS 585 AI in Society	3
LS 620 Graphic Novels - Youth	3
LS 621 Intercultural Youth Lit	3
LS 630 Div Leadership in Info Orgs	3
LS 631 Social Justice Inclusion Advoc	3

Information Science Hours

Management Core (choose one)

LS 508 Management Theory and Practice	3
LS 535 Records Management & Admin	3

Technology Core (choose one)

LS 560 Information Technologies	3

LS 569	Database Management	3
Information Science Electives		
LS 515	Information Ethics	3
LS 562	Digital Libraries	3
LS 564	Prog. Digital Libraries	3
LS 565	Social Media and Informatics	3
LS 568	Cybersecurity and Terrorism	3
LS 581	Universal Design for Info Tech	3
LS 584	Data Bias	3
LS 585	AI in Society	3
Other Useful Electives		
LS 582	Race Gender & Sexuality in LIS	3
LS 583	Social Aspects of Information	3
Information Organization & Retrieval		Hours
Management Core (choose one)		
LS 535	Records Management & Admin	3
Technology Core (choose one)		
LS 560	Information Technologies	3
LS 569	Database Management	3
Info Org and Retrieval Electives		
LS 506	Cataloging and Classification	3
LS 566	Metadata Fundamentals	3
LS 563	Linked Data	3
LS 653	Descriptive Bibliography	3
Other Useful Electives		
LS 550	Intro AV Archiving	3
LS 551	AV Collections Management	3
LS 555	Intro Archival Studies	3
LS 558	Archival Repres., Access & Use	3
LS 562	Digital Libraries	3
LS 564	Prog. Digital Libraries	3
LS 570	Internship	1 to 3
Social Justice and Inclusivity		Hours
Management Core (choose one):		
LS 508	Management Theory and Practice	3
LS 630	Div Leadership in Info Orgs	3
Technology Core (choose One)		
LS 560	Information Technologies	3
Social Justice Electives		
LS 582	Race Gender & Sexuality in LIS	3
LS 584	Data Bias	3
LS 631	Social Justice Inclusion Advoc	3
Other Useful Electives		
LS 515	Information Ethics	3
LS 544	Cultural Div Prog Youth & Fam	3
LS 553	Community Media Archiving	3
LS 558	Archival Repres., Access & Use	3
LS 570	Internship	1 to 3
LS 580	Outreach to Diverse Population	3
LS 581	Universal Design for Info Tech	3
LS 583	Social Aspects of Information	3

LS 621	Intercultural Youth Lit	3
CIS 675	Community-Engaged Scholarship	3
Youth Services		Hours
Management Core (choose one)		
LS 530	Public Libraries	3
LS 508	Management Theory and Practice	3
Technology Core (choose one)		
LS 504	Tech Integ. in Youth Lib	3
BA 505	Introduction to Digital Design	3
Youth Services Electives		
LS 520	Early Child Lit & Story Prog	3
LS 521	Matl & Serv Children	3
LS 522	Matl & Serv YA	3
LS 541	Youth Programming	3
LS 543	Trad. & Digital Storytelling	3
LS 544	Cultural Div Prog Youth & Fam	3
LS 620	Graphic Novels - Youth	3
LS 621	Intercultural Youth Lit	3
Other Useful Electives ¹		
BA 501	Mat & Tech of Bookbinding	3
BA 504	Art and Culture of Zines	3
LS 505	Collection Development	3
LS 506	Cataloging and Classification	3
LS 507	User Ctr Info Services	3
LS 516	Phil, Fund, & Grants	3
LS 523	Matl Services Adults	3
LS 570	Internship	1 to 3
LS 580	Outreach to Diverse Population	3

Footnotes

¹ See *also* School Libraries for information about serving youth in a school library setting.

Information Literacy		Hours
Management Core (choose one)		
LS 530	Public Libraries	3
LS 508	Management Theory and Practice	3
LS 531	Academic Libraries	3
LS 533	Spec Libr & Info Centrs	3
LS 535	Records Management & Admin	3
Technology Core (choose one)		
LS 560	Information Technologies	3
LS 566	Metadata Fundamentals	3
Information Literacy Electives		
LS 502	Research Methods	3
LS 507	User Ctr Info Services	3
LS 527	Info Lit. Instruct.	3
Other Useful Electives		
LS 506	Cataloging and Classification	3
LS 505	Collection Development	3
LS 515	Information Ethics	3
LS 565	Social Media and Informatics	3
LS 567	Digital Reference	3

LS 580	Outreach to Diverse Population	3
LS 582	Race Gender & Sexuality in LIS	3
LS 583	Social Aspects of Information	3
LS 584	Data Bias	3
LS 653	Descriptive Bibliography	3
LS 654	Print Culture and Society	3
LS 655	Book Artifact Materiality Text	3
CIS 666	Information Policy	3

Collections, Communities & the Physical Book Management Core (choose one) Hours

LS 508	Management Theory and Practice	3
LS 530	Public Libraries	3
LS 531	Academic Libraries	3
LS 532	School Media Centers	3
LS 533	Spec Libr & Info Cntrs	3
LS 535	Records Management & Admin	3
LS 630	Div Leadership in Info Orgs	3

Technology core (choose one)

BA 505	Introduction to Digital Design	3

Coll, Comm, and Physical Book Electives

BA 501	Mat & Tech of Bookbinding	3
BA 504	Art and Culture of Zines	3
BA 520	Elements of Letterpress	3
BA 524	Artist Books	3
BA 530	Elements of Bookbinding	3
BA 541	Techniques of Hand Papermaking	1 to 3
LS 555	Intro Archival Studies	3
LS 557	Archival Appraisal	3
LS 620	Graphic Novels - Youth	3
LS 653	Descriptive Bibliography	3
LS 654	Print Culture and Society	3
LS 655	Book Artifact Materiality Text	3
CIS 656	Electronic/Contemporary Pub.	3
CIS 672	Media History	3

Other Useful Electives

LS 570	Internship	1 to 3
LS 621	Intercultural Youth Lit	3

School Library Media Concentration (Class A Certification)

For candidates admitted to the Class A Library Media program July 1, 2017, and thereafter, a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved library media program is required for certification. Requirements for State-approved programs are subject to change between catalog publications, so students should check with their advisor for the most up-to-date information.

Students pursuing Library Media certification should refer to the State-approved program checklist to ensure that requirements are met. In addition to completing an approved program of study, the candidate is required to pass a comprehensive assessment administered by the School of Library and Information Studies (SLIS) and earn a passing score on the Praxis for Library Media Specialist.

If courses equivalent to any of these required courses have been taken previously, substitutions may be made, with the approval of a faculty advisor and the SLIS school library media coordinator.

MLIS - School Library Media Concentration (Class A Certification) Hours Core

LS 500	Info Sci & Tech	3
LS 501	Information in Communities	3
School Library Media Concentration		
LS 504	Tech Integ. in Youth Lib	3
LS 532	School Media Centers	3
LS 542	Instruct Design & Dev	3
LS 572	Intern Sch Media Cntrs	3

Credit Hours Subtotal: 18

Electives

LS 502	Research Methods	3
LS 507	User Ctr Info Services	3
LS 520 or	Early Child Lit & Story Prog	3
LS 521	Matl & Serv Children	
LS 522	Matl & Serv YA	3
LS or BA advisor approved elective		3

Ancillary BEF course 3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 510	Phil Hist Socl Founds Ed	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 585	Language Politics & Education	
BEF 607	Readings In Soc Of Ed	
BEF 650	Theories of Race and Education	
BEF 667	Multicult Soc Ed Leadership	
BEF 681	Ethics And Education	

Credit Hours Subtotal: 18

SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program. 0-3

Total Hours 36-39

Archival Studies Concentration

The School of Library & Information Studies at The University of Alabama offers a program of study within the MLIS degree that leads to an ACHE-recognized concentration in Archival Studies. This concentration provides a comprehensive grounding in the academic discipline of archival studies, and an understanding of the theory, art, and practice that informs archival work. Students have the opportunity to develop competencies for work with rare books, manuscripts, traditional records, and digital media.

Graduates of the concentration leave prepared for employment in academic, cultural, public, governmental, and corporate environments.

In addition to the MLIS requirements, the Archival Studies Concentration requires completion of the following curriculum:

Archival Studies Concentration Requirements (in addition to MLIS Requirements):

LS 555	Intro Archival Studies	3
LS 556	Archival Theory & Practice	3
LS 557	Archival Appraisal	3

LS 558	Archival Repres., Access & Use	3
Approved archival studies electives		6

Transfer Requirements and Credit for Non-Letter Graded Courses

Graduate credit may be transferred from another accredited university or may be elected from the offerings of other departments outside of SLIS. Thesis credit cannot be transferred from another university. **SLIS Nine-hour Rule:** No more than nine hours of credit can be applied toward the MLIS for any combination of graduate courses taken outside of SLIS, directed research courses, internships, and thesis credit. These hours may be combined as follows:

Coursework

Six hours of approved credit for graduate work taken outside SLIS and three hours of credit for a directed research course or internship; or:

Six hours of credit for any combination of directed research courses and internships and three hours of approved credit for graduate work taken outside SLIS.

Thesis

Six hours of thesis credit and three hours of credit for directed research course or internship; or:

Six hours of thesis credit and three hours of approved credit for graduate work taken outside SLIS.

More information about transfer requirements can be found from the Graduate School (p. 15). Note: Book Arts (BA) courses are considered appropriate electives within SLIS for the MLIS and do not count towards the nine-hour rule.

Comprehensive Examination/Capstone Requirements

All MLIS students are required to complete a comprehensive portfolio reflecting their learning in relation to the MLIS program learning outcomes. This portfolio is a representation of student growth during their coursework.

Final portfolios include work samples from courses taken throughout the program, and are due during the final semester of coursework. Specific submission deadlines are communicated to students each semester.

Programmatic Learning Outcomes (PLOs) for the MLIS Degree

The programmatic learning outcomes (PLOs) for students enrolled in the MLIS degree are aligned with the American Library Association's Standards for Accreditation. The PLOs are:

- (1) Students will apply foundational concepts, theories, and principles to solve information-related problems in a rapidly changing society;
- (2) Students will use evidence to inform library and information practices;
- (3) Students will evaluate the essential character of the field and apply the philosophy, principles, and ethics of library and information science to professional practice; and
- (4) Students will evaluate the role of the library and information services and the needs of constituencies in a diverse global society, including issues of social and cultural justice.

Plan I: Thesis Option

Candidates for the master's degree under the thesis plan must earn a minimum of 36 credit hours, including nine hours of required courses, and

six hours of thesis credit (LS 599); no more than six hours of thesis credit may be counted toward the degree.

A thesis evidencing research capacity, independent thought, and the ability to interpret materials is required of all master's degree candidates who pursue Plan I: Thesis. The subject chosen must be related to library and information studies and must be approved by the student's thesis director, the student's thesis committee, and the SLIS Director.

The thesis committee must include three individuals, including at least two full-time SLIS faculty members, at least one of whom must be a full member of the graduate faculty; a third committee member may be a faculty member from another department of the University, a faculty member from another institution, or a well-qualified practitioner. All committee members must hold appropriate Graduate Faculty status.

The student must obtain committee approval for a prospectus for the thesis project prior to enrolling in thesis credit; a formal defense of the prospectus will constitute the final examination for the MLIS degree.

The candidate must give members of the examining committee a minimum of two weeks to read the thesis before the date of the final oral examination. A final oral examination is required of all students completing a thesis. All members of the thesis committee must be members of the UA graduate faculty and must attend the final oral examination unless there are extraordinary circumstances warranting the graduate dean's approval of the absence prior to the defense meeting. The thesis defense shall be made orally before the student's thesis committee and will be open to the public.

Theses must comply with the regulations set out in A Student Guide to Preparing Electronic Theses and Dissertations, available on the Graduate School's website. 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 student's major department.

Protection of Human Subjects for Research

Scientific research involving human subjects has produced substantial benefits for society, but it also has posed troubling ethical questions. The mission of the University's Institutional Review Board (IRB) for Protection of Human Subjects is to ensure that research involving human subjects is conducted ethically. University and federal policies require that review and approval to use human subjects in research precede the research. In the case of thesis research that involves the use of human subjects, the principal investigator – normally the student – is responsible for contacting the college's Human Research Review Committee to obtain approval for the planned research. Both the student and the thesis chair are responsible for completing IRB training.

Students completing the thesis option are required to also complete the comprehensive portfolio reflecting program learning outcomes.

Plan II: Non-Thesis Option

Candidates for MLIS degree under the non-thesis plan must earn a minimum of 36 credit hours, including nine hours of required courses, from the School of Library and Information Studies (SLIS). Courses offered by the College of Communication and Information Sciences, as well as those in other University of Alabama academic units outside SLIS, can be taken on approval by a student's academic advisor. No more

than six hours of courses can be taken outside of SLIS. All work must be completed with a grade average of "B" or better. A comprehensive portfolio comprised of course assignments reflecting program learning outcomes is required of all students.

Time Limits for Degree Completion Requirements

All requirements for the master's degree must be completed during the six years (18 consecutive semesters) immediately preceding the date on which the degree is to be awarded. Additional information about time limits for degree completion for Masters programs is available at the Graduate School (p. 15).

Student Progress Requirement

All graduate students must earn and maintain an overall graduate grade point average (GPA) of 3.0 or better for all graduate courses undertaken at The University of Alabama. Grades below "C" count in computing the GPA but do not carry credit toward a degree. A graduate student with good academic standing whose GPA drops below 3.0 at any time after earning 12 semester hours will have earned Academic Warning.

Students who have earned academic warning or are in non-degree status may not hold graduate assistantships.

A student placed on Academic Warning has the next 12 hours of graduate work to raise the overall graduate GPA to 3.0 or better. The overall graduate GPA after the next 12 hours following academic warning must be at least 3.0 to avoid Academic Suspension (dismissal) from the Graduate School.

Note that academic dismissal from the department or Graduate School differs from dismissal for academic misconduct. Academic misconduct results in dismissal from the University. The Academic Misconduct policy may be found at the Provost's website.

Additional information about student progress and scholastic requirements is available on the Graduate School website (p. 28).

Permission to Continue Admission

Under exceptional circumstances, a student may be admitted to the MLIS program if they do not meet the GPA requirement for regular admission (GPA of 3.0). If such an applicant is admitted, they will need to obtain permission to continue in the program after the first 12 semester hours of graduate-level work have been completed. Permission to continue is earned by achieving a GPA of "B" or better (3.0) in the first 12 semester hours. If the 12 hours are completed in a term in which the total credits exceed 12, the evaluation is made on the basis of all graduate-level work completed at the end of that term of enrollment. Once a student has been given the permission to continue they will be evaluated by the same student progress guidelines as regular admission students.

Students admitted under permission to continue designation who do not meet the 3.0 requirement after their first 12 hours of graduate-level work will not receive permission to continue in their graduate program and will be dropped from the program.

Academic Misconduct Information

Student academic misconduct is not permitted. In the event of perceived academic misconduct, the University Academic Misconduct Policy will be followed. More information is available here (p. 7).

Withdrawal or Leave of Absence Information

Students who need to withdraw from a course, the university or take a leave of absence should contact their academic advisor and the SLIS director. Additional information is available on the Graduate School website (p. 244) related to withdrawals and leaves of absence.

Academic Grievances Information

Academic grievances are addressed according to the "University-Wide Academic Grievance Procedures" outlined in the University of Alabama Faculty Handbook.

Grades and Academic Standing

See here for Graduate School Policy information. (p. 28)

Graduate School Deadlines Information

The University of Alabama Graduate School keeps a calendar of specific student deadlines available on the Graduate School website.

Application for Graduation Information

Once requirements for the degree are completed, each candidate for a master's degree must apply for graduation through the Office of the Graduate School prior to the deadline posted each semester on the University of Alabama's Registrar Academic Calendar. The form "Application for Degree" is required for this purpose, and must be completed online via mybama.

Acquisition of Financial Support:

All admitted and currently enrolled graduate students in good standing in the College of Communication & Information Sciences, both main campus and online, are eligible to apply for a graduate teaching assistantship (GTA), graduate research assistantship (GRA), and/or graduate administrative assistantship (GAA) position funded by the college by submitting the C&IS Graduate Assistantship Interest Application.

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Beyond college-funded assistantships, additional funding opportunities may arise from individual faculty or departments in support of grant work, research projects, teaching specific courses, assisting with administrative projects, etc. Additionally, the School of Library & Information Studies offers scholarships to help graduate students

finance their education. Information regarding SLIS scholarships is available on the school's website.

All students funded on assistantships must meet the Performance Expectations for Continuing Financial Support (see below) and funding may be removed prior to the end date of financial support in accordance with the Conditions for Termination of Financial Support (see below).

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in a degree program in the College of Communication & Information Sciences and be making satisfactory academic progress to the completion of the degree.
- The student must complete all mandatory trainings and abide by all rules and policies held by The University of Alabama, College of Communication & Information Sciences, and the department of their work assignment.
- The student must adequately perform all duties assigned to them in a timely manner as defined by the supervisors of their work assignments, including logging work hours if assigned for the position and submitting a semesterly evaluation of their work assignment.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria may be subject to termination of financial support pending C&IS Office for Graduate Studies administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Academic Unit Head and Associate Dean of Graduate Studies may recommend immediate termination of financial support, termination of financial support at the end of the current semester or termination of financial support at the end of the following semester. Students will be notified in writing of any decision to terminate financial support prior to the original end date of funding.

- *Dereliction of Duty.* Dereliction of duty includes, but is not limited to, failure to comply with UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the supervisor; failure to satisfactorily complete all activities associated with the funded position as defined by the supervisor; failure to submit required performance evaluations, etc.
- *Academic Misconduct.* Penalties for resolved academic misconduct cases, including potential loss of financial support, will be determined with guidance from the UA Graduate School and the Office for Graduate Studies.
- *Insufficient Academic Progress.* Insufficient academic progress, as determined by the student's advisor and the Office for Graduate Studies, includes, but is not limited to, students taking courses that do not align with the program requirements; students admitted to candidacy who do not make adequate research progress on their dissertation, failure to pass comprehensive exam, failure to pass proposal defense, etc.
- *Academic Warning & Academic Suspension.* Students on academic warning from the UA Graduate School are not eligible to hold assistantships. In addition to the loss of the assistantship for the semester of Academic Warning, a review of the student will determine if future committed funding will be revoked regardless of successfully earning good standing within the completion of the next 12 credit

hours. In all cases, if a student is suspended, all future funding commitments are revoked.

Youth Literature and Services Certificate

Youth (Children's and Young Adult) Services is an area of professional practice centered on serving the informational, recreational, educational, and cultural needs of children, young adults, and their caregivers within a public library setting. This diverse area includes library services to youth ages birth up to nineteen. The Graduate Certificate in Youth Literature & Services trains dedicated professionals with specialized knowledge and skills to support the informational and literacy needs of children, tweens, teens, and young adults. This certificate is advantageous to an information or education professional interested in fostering the literacy needs of youth in library and literacy environments.

The Graduate Certificate in Youth Literature & Services is a 15 credit hour program with courses that focus on drawing a connection between youth's educational and personal interests and a wide range of creative activities such as puppetry, traditional and digital storytelling, dramatic play, poetry slams, and spoken word performances. The certificate provides the expertise to enhance youth's literacy skills and learning explorations to celebrate book joy and forge pathways to school, college, career, and civic readiness.

Certificate coursework may be combined with an MLIS or taken as a stand-alone certificate to complement other graduate work and degree in library and information studies and allied disciplines.

Admissions

Completed Bachelor's degree with a 3.0 minimum GPA.

Applications are accepted from students currently holding a Bachelor's degree, those pursuing graduate work in library and information studies and allied disciplines, or those already possessing graduate degrees in related disciplines.

Application Deadlines:

For Spring admissions, the priority deadline for all certificate applications is October 1 and the final completed application deadline is November 16. For Fall admissions, the priority deadline for all certificate applications is February 1 and the final completed application deadline is May 15.

Curricular Requirements

Students complete a total of 15 hours for the Graduate Certificate in Youth Literature & Services. Nine credit hours are selected from required youth services courses and six credit hours are from an approved list of youth services electives.

Double counting of courses in the required and elective areas is not permitted. If a course is selected as a required course, it cannot be used as an approved elective.

All 15 hours in the certificate can be applied as electives to the 36 hour MLIS degree program, if the student is accepted into the degree program.

This allows students in other degree programs to apply their certificate coursework towards an MLIS degree, and offers the opportunity for MLIS students interested in youth services to have the youth services designation on their transcript, which is not accomplished by the youth services pathway in the MLIS. A description of the certificate can be found on UA Online's Graduate Certificate in Youth Literature & Services page.

Graduate Certificate in Youth Literature & Services**Hours**

Required

LS 520 or LS 521	Early Child Lit & Story Prog Matl & Serv Children	3
LS 522 or LS 621	Matl & Serv YA Intercultural Youth Lit	3
LS 541	Youth Programming	3

Credit Hours Subtotal: 9

Approved Youth Services Electives (Choose 2) 6

LS 521 or LS 520	Matl & Serv Children Early Child Lit & Story Prog
LS 522 or LS 621	Matl & Serv YA Intercultural Youth Lit
LS 543	Trad. & Digital Storytelling
LS 544	Cultural Div Prog Youth & Fam
LS 620	Graphic Novels - Youth

Total Hours 15

Transfer Credit

Transfer credits are not allowed for the Graduate Certificate in Youth Literature & Services.

Time Limits for Degree Completion

Students completing only the Graduate Certificate in Youth Literature & Services have six years to complete the certificate.

Students completing the certificate along with the MLIS must meet all requirements for the master's degree with coursework completed in the six years (18 consecutive semesters) immediately preceding the date on which the degree is to be awarded. Additional information about time limits for degree completion for master's programs is available at the Graduate School.

Intended certificate duration in semesters for full-time students (9hrs): 3 semesters maximum; 2 semesters if additional courses are offered per semester based on student demand. Note: Full-time enrollment would be atypical based on historical data for students enrolled in the MLIS courses.

Intended program duration in semesters for part-time students (3 and 6 hrs): 5 semesters for students taking 3 hours per semester; 3 semesters for students taking 6 hours per semester.

Awarding the Certificate

Students are awarded the Graduate Certificate in Youth Literature & Services upon completion of the 15 required hours of coursework.

Academic Misconduct Information

Student academic misconduct is not permitted. In the event of perceived academic misconduct, the University's Academic Misconduct Policy will be followed. More information is available here.

Withdrawal or Leave of Absence Information

Students, who need to withdraw from a course at the university or take a leave of absence, should contact their academic advisor and the SLIS director. Additional information is available on the Graduate School website related to withdrawals and leaves of absence.

Academic Grievances Information

Academic grievances are addressed according to the "University-Wide Academic Grievance Procedures" outlined in the University of Alabama Faculty Handbook.

Grades and Academic Standing

See here for Graduate School Policy information

Communication & Information Sciences (CIS), PhD

The collegewide doctor of philosophy degree in the College of Communication & Information Sciences is designed to:

- prepare communication scholars for positions of leadership in education, public service, the media, libraries, information-management positions, and other communication-related fields
- add to a student's usable body of knowledge in a chosen area of specialization within the field of communication and information sciences
- develop each student's research, teaching, and professional capabilities
- promote scholarly achievement and advancement of knowledge in the communication and information science disciplines, through basic and applied research

Representing four academic units of Advertising & Public Relations, Communication Studies, Journalism & Creative Media, and Library & Information Studies, C&IS offers a multidisciplinary doctoral program in communication and information sciences that enables students to either build an interdisciplinary plan of study or specialize in one of seven concentrations, in Advertising & Public Relations, Book & Publishing Studies, Health Communication, Interpersonal Communication, Media Processes & Effects, Rhetoric & Political Discourse, or Social Justice & Inclusion Advocacy. The interdisciplinary plan of study allows students to craft a curricular plan unique to their skills and interests while the concentrations provide students an opportunity to earn distinction through a prescribed suite of courses preparing them to contribute to the academe as distinguished scholars and teachers at a variety of institutions across the globe.

Students who take the interdisciplinary approach or select a concentration are encouraged to pursue their own research agendas in tandem with their coursework.

Admissions

Applicants to the doctoral program in communication and information sciences must meet the admission criteria of the Graduate School of The University of Alabama and those stated below.

Applicants may be considered for regular admission if they have an undergraduate GPA of 3.0 overall, 3.0 for the last 60 semester hours in a degree program, or 3.0 for a completed graduate degree program. International applicants who are required to submit a English language test score (please see the admission section of this catalog) must score at least 90 on the TOEFL iBT language proficiency exam and also score at least 24 on the speaking and writing sections of the iBT exam. International applicants who prefer to submit IELTS test scores must score at least 7.0 and also score at least 7.5 on the speaking section and 6.5 on the writing section. International applicants who meet these

criteria may also be invited to participate in a videoconference with the college application review committee.

Applicants may be considered for admission on a permission-to-continue basis if they do not meet the GPA criterion for regular admission.

In addition to the Graduate School requirements, applicants must:

- Provide a Statement of Purpose. Please consult our program guidelines for the Statement of Purpose, available on the program website.
- Provide a resume/CV
- Provide a Writing Sample. Please consult our program guidelines for the Writing Sample, available on the program website.
- Provide names and contact information, including an email address and phone number, for three academic references in the "Other Documents" section of the application. Actual letters of recommendation are required only if you would want to be considered for University-wide fellowship opportunities. Please note that if you put names in the "Letters of Recommendation" section of the application, those references will receive an automatic request to provide a letter in your behalf.

Admission without a Master's Degree: The Expedited Admission Track

The Expedited Admission Track into the C&IS doctoral program allows highly qualified students to be admitted into the doctoral program after they complete an undergraduate degree. Such students must:

- Submit a statement of purpose (for the master's and doctoral program) indicating interest and commitment to graduate work through the doctoral level
- Hold regular admission status for a specific College of Communication and Information Sciences master's program.

Students admitted on the expedited track are encouraged to apply to be awarded the master's degree when they have completed the requirements for the master's degree. Students admitted on the expedited track must complete the requirements for master's degree to be awarded the Ph.D. degree. Students supported in graduate assistant positions must complete the requirements for the master's degree in four contiguous regular semesters of enrollment to be eligible to hold a graduate assistant position in the fifth and subsequent semesters in the program.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The student's program advisory committee determines, in consultation with the student, the specific courses the student must take to satisfy program requirements. Students must complete 48 coursework hours and 18 hours of dissertation research.

C&IS PhD Curriculum	Hours
Core Foundation Requirement	3
CIS 610 Foundations Doctoral Study CIS	
Core Theory Requirement	6
CIS 604 Mass Communication Theory	
CIS 605 Cultural and Critical Theory	
CIS 606 Knowledge & Information Theory	
CIS 607 Theory Constructn Epistemology	
Advisor Approved Alternative Elective (up to 6 hours)	
Core Resesarch Methods Requirement	6

CIS 603	Quantitative Research Methods
CIS 608	Qualitative Research Methods
CIS 609	Humanistic Research Methods
Advisor Approved Alternative Elective (up to 6 hours)	
Concentration or Focused Area of Study ¹	
12-18	
Advertising and Public Relations Concentration	
Book and Publishing Studies Concentration	
Health Communication Concentration	
Interpersonal Communication Concentration	
Media Processes and Effects Concentration	
Rhetoric and Political Discourse Concentration	
Social Justice and Inclusion Advocacy Concentration	
Focused Area of Study - Advisor Approved	
Cognate	
9-15	
Advisor Approved Courses	
Electives ²	
0-12	
Dissertation	
18	
CIS 699	Dissertation Research

Footnotes

- ¹ Students must select either a formal concentration or a focused area of study.
- ² Students must reach a minimum of 48 course hours independent of dissertation research.

Additional Academic Requirements

In addition to the credit hour and coursework requirements specified above, the following policies apply:

- A minimum of 36 hours of coursework, exclusive of dissertation research hours, must be completed after enrollment in the CIS doctoral program.
- If approved by the student's program advisory committee, up to 12 of the 48 hours exclusive of dissertation research hours required in the program may be hours of graduate coursework completed prior to enrollment in the program. Credits so approved must have been earned within a period of no more than six years prior to the semester of admission to the program. Please see the Transfer Credit section below for additional information.
- A minimum of 24 hours of coursework exclusive of dissertation research hours must be at the 600 level. The remainder of hours of approved graduate course credit must be at the 500 or 600 level. A maximum of six hours of 400- or 400/500-level credit may be transferred if completed as part of a master's degree program.
- Each student must complete a minimum of nine hours in 600 level courses in the College of Communication & Information Sciences exclusive of dissertation research hours, and exclusive of credit hours that satisfy the student's core program requirements. In other words, any course counted toward meeting the student's core program requirements cannot also be counted toward meeting the requirement that students complete a minimum of nine hours in 600 level courses in the College of Communication & Information Sciences exclusive of dissertation research hours.
- Students in one of the seven approved concentrations in the program cannot count a course required in their concentration as an alternate theory or alternate research methods course in satisfying their core theory or research methods requirements. In other words, a course that is to serve as an alternate theory or alternate research methods

course cannot also be counted toward satisfying the requirements for the concentration.

- It is not permissible to complete more than one doctoral concentration. That is, the degree awarded to students who complete a concentration will list one and only one concentration. However, students are permitted and encouraged to consider electing additional courses for their programs of study from across all seven concentrations in the program.

Advertising and Public Relations Concentration

Students must select CIS 604 Mass Communication Theory in their program core and complete the following list of courses:

Advertising & Public Relations		Hours
CIS 682	Sem: Advertising + PR	3
Electives		6
CIS 664	Health Communication Campaigns	
CIS 684	Advanced Topics: Ad + PR	
APR 522	Media Strategy and Analytics	
APR 523	Media Relations	
APR 524	Reputation Comm Strategy	
APR 525	Brand Communication Strategy	
APR 582	APR Management	
APR 590	Special Topics	
APR 593	Global Comm Management	
Advisor-approved course in Advertising & Public Relations		
Total Hours		9

Book and Publishing Studies Concentration

Students in the concentration must select CIS 605 Cultural and Critical Theory and CIS 609 Humanistic Research Methods in their program core and then select **15 hours** of coursework from the following courses, with **at least one course from each category** (Physical Book, Theoretical Book, and Future Directions), and with at least 9 hours at the 600 level:

The Physical Book		Hours
BA 520	Elements of Letterpress	3
BA 530	Elements of Bookbinding	3
BA 541	Techniques of Hand Papermaking	3
The Theoretical Book		Hours
LS 555	Intro Archival Studies	3
LS 557	Archival Appraisal	3
LS 653	Descriptive Bibliography	3
LS 654	Print Culture and Society	3
LS 655	Book Artifact Materiality Text	3
Future Directions of the Book		Hours
CIS 656	Electronic/Contemporary Pub.	3
CIS 672	Media History	3

Health Communication Concentration

Students must complete the following list of courses:

Health Communication		Hours
CIS 650	ST: C&IS (Health Communication)	3
Electives		6
CIS 651	Interpersonal Health Comm	
CIS 659	Health Information Seeking	
CIS 660	Interpersonal Comm Theory	
CIS 664	Health Communication Campaigns	
CIS 670	Health and Mass Media	
LS 500	Info Sci & Tech	
LS 501	Information in Communities	
Advisor-approved course in Health Communication		
Total Hours		9

Interpersonal Communication Concentration

Students in this concentration select CIS 603 Quantitative Research Methods in their program core and complete the following course list:

Interpersonal Communication		Hours
CIS 660	Interpersonal Comm Theory	3
COM 513 or	Communication & Diversity	3
COM 565	Intercultural Communication	
Elective		3
CIS 651	Interpersonal Health Comm	
CIS 662	Mediated Interpersonal Comm	
CIS 663	Deception	
CIS 667	Persuasive Communication	
COM 563	Relational Communication	
Advisor-approved course in Interpersonal Communication		
Total Hours		9

Media Processes and Effects Concentration

Students in this concentration must select CIS 603 Quantitative Research Methods and CIS 604 Mass Communication Theory and complete the following course list:

Media Processes & Effects		Hours
CIS 680	Sem. Media Processes/Effects	3
Electives		6
CIS 670	Health and Mass Media	
CIS 673	Political Communication	
CIS 674	Sports Media	
CIS 681	Advanced Quantitative Methods	
CIS 683	Advanced Topics - Media P&E	
Advisor-approved course in Media Processes and Effects		
Total Hours		9

Rhetoric and Political Discourse Concentration

Students in this concentration must select CIS 605 Cultural and Critical Theory and CIS 609 Humanistic Research Methods in their program core and complete the following list of courses:

Rhetoric & Political Communication		Hours
CIS 673	Political Communication	3
COM 541	Contemporary Rhetorical Theory	3
Electives		3
CIS 652	Sem Culture Criti Rhetor Std	
CIS 666	Information Policy	
CIS 669	ST: Visual Communication	
COM 525	Gender & Pol Com	
COM 548	Sem Rhetorical Criticism	
COM 567	Seminar in Public Address	
Advisor-approved course in Rhetoric or Political Communication		
Total Hours		9

Social Justice and Inclusion Advocacy Concentration

Students in this concentration must select CIS 605 Cultural and Critical Theory and CIS 609 Humanistic Research Methods in their program core and complete the following list of courses:

Social Justice & Inclusion Advocacy		Hours
CIS 668	Social Justice & Inclusion	3
Elective		3
CIS 652	Sem Culture Criti Rhetor Std	
CIS 675	Community-Engaged Scholarship	
COM 513	Communication & Diversity	
LS 583	Social Aspects of Information	
LS 630	Div Leadership in Info Orgs	
Advisor-approved course in Social Justice & Inclusion Advocacy		
Elective		3
CIS 666	Information Policy	
CIS 667	Persuasive Communication	
COM 565	Intercultural Communication	
LS 544	Cultural Div Prog Youth & Fam	
LS 580	Outreach to Diverse Population	
LS 581	Universal Design for Info Tech	
LS 582	Race Gender & Sexuality in LIS	
LS 621	Intercultural Youth Lit	
Advisor-approved course in Social Justice & Inclusion Advocacy		
Total Hours		9

Transfer Credit

The university Graduate School-wide policies related to transfer credit are applicable to the doctoral program in communication and information science, with a notable exception that students in the program are eligible to have no more than 12 hours of graduate coursework completed prior to enrollment in the program count toward the requirement that students complete 48 hours of coursework exclusive of dissertation hours.

Doctoral Plan of Study Requirement

It is recommended that students in the doctoral program in communication and information sciences file an advisor-approved Plan of Study in their first semester in the program. It is strongly recommended

students do this no later than the semester during which they will complete 12 hours of university course credit that they plan to count toward their degree requirements. It is required that students do this no later than the semester during which they will complete 30 hours of university and/or transfer course credit. By the time each doctoral student has completed 30 graduate semester hours of university and/or transfer credit, the student must have a doctoral Plan of Study approved by the Office for Graduate Studies. Failure to obtain approval of the Plan of Study by the completion of 30 hours may result in the student's having a hold placed on future registrations.

Students admitted to the doctoral program may be required to complete additional coursework to be prepared for doctoral-level (600-level) study and research in communication and information sciences, at the discretion of the student's program advisory committee or the Office for Graduate Studies.

Doctoral students who begin the program with incomplete master's theses must complete the master's thesis during the first year of doctoral study. Students must provide official transcripts of their master's degree work as evidence that their master's degree has been awarded. If a student fails to provide the transcript, the College may refuse to administer the PhD preliminary examination and/or may withdraw financial support. The Graduate School may nullify the doctoral program admission.

Preliminary Exam

A preliminary examination is required of all doctoral students. This examination is given after

- any foreign language/research skill requirements are met;
- two full years of graduate study are completed; and
- the Dissertation Committee deems the student to have adequate preparation in the major and minor fields of study.

The examination is overseen by the student's Dissertation Committee Chair, who has discretion on the individuals involved in the examination committee to include no fewer than 2 other members of the student's Dissertation Committee. The chair may call on other faculty members associated with the student's coursework for assistance in preparing the examination questions.

Whereas one of the purposes of the preliminary examination is to determine the student's research competence to begin work on a dissertation, the examination should be completed at least nine months before the degree is to be awarded. A student may take the examination only twice. Failing the examination twice results in dismissal from the degree program and the Graduate School.

The student must demonstrate, through written and oral components, a capacity to understand, synthesize, and apply theory and research techniques in communication and information sciences, as well as demonstrate knowledge of the pertinent literature, issues, and recent advances in the student's concentration or focused area of study and cognate area of study. In other words, the examination must cover the student's (1) theory core, (2) research methodology core, (3) concentration or focused area of study, and (4) cognate area.

Comprehensive exam questions may be answered exclusively in a controlled "in-house" format in the College, exclusively as a "take-home" format, or some combination of both "in-house" and "take-home" formats depending on the examination committee's decision about the best way to examine a particular student. The rigor of the comprehensive exam questions and the expected quality of answers are to be commensurate with the time and access to materials allowed

by the question modality. The oral component of the exam must be scheduled as quickly as possible following the written component. Oral components are determined by the examination committee, and examples include, but are not limited to, a formal defense by the student of each examination question, an academic discussion about theory and methods between the student and examination committee, or an academic conference-style presentation which includes a question and answer session.

Comprehensive examination questions that are assigned as “in-house” are closed book—meaning students must answer those questions on campus without reference material or internet access. No individual “in-house” examination question can exceed 4 hours, and the total time assigned for “in-house” examination questions cannot exceed 16 hours.

Comprehensive examination questions that are assigned as “take-home” are open book—meaning students may answer those questions from any location and may use any available reference materials. No individual “take-home” examination question can exceed 5 days, and the total time for all examination questions cannot exceed 21 calendar days from the beginning date of the first question.

Upon completion of the comprehensive exam, the examination committee will convene to determine whether the student has passed or has failed the examination. No revisions of questions following the oral defense are permitted.

A student may take the examination only twice. Any question(s) failed may be retaken after three months from the initial fail decision and before six months have elapsed. Questions passed on the first attempt need not be retaken. Failing any question twice results in dismissal from the degree program and the Graduate School.

Admission to Candidacy Requirements

A student is certified by the dean of the UA Graduate School for admission to candidacy for the PhD in Communication & Information Sciences after the student has completed all required coursework, exclusive of dissertation hours, as listed on the student’s approved program of study.

Continuous Enrollment Policy

Students should be aware of university policy related to continuous enrollment (p. 21) in Dissertation Research, as specified in the university Graduate Catalog. Students in the C&IS doctoral program are required to complete 18 hours in dissertation research through enrollment in CIS 699 Dissertation Research.

Students are able to initiate enrollment in CIS 699 no earlier than the semester following admission to candidacy. In other words, students must be admitted to candidacy before they are permitted to initiate enrollment in CIS 699. Students cannot initiate enrollment in CIS 699 in the same semester in they will have completed all coursework listed on the approved program of study; students must be admitted to candidacy *prior to* initiating enrollment in CIS 699.

Students register for CIS 699 with their dissertation advisor as the instructor. If a student does not yet have an approved dissertation committee, the student may enroll in CIS 699 with an intended dissertation advisor if the intended advisor approves of this arrangement, so long as the intended advisor is a member of the C&IS faculty who is eligible to chair or co-chair dissertation committees under university and program guidelines for the dissertation committee. If the student has not yet identified an intended dissertation advisor, the student may

initiate CIS 699 enrollment with the chair of the student’s approved program advisory committee serving as instructor in CIS 699 if the program committee chair approves of this arrangement.

Students who plan to initiate enrollment in CIS 699 but who do not yet have an approved dissertation committee should contact the associate dean for graduate studies to report that an intended dissertation advisor or their approved program committee chair has agreed to serve as instructor of CIS 699 in the initial semester of registration. The associate dean for graduate studies will verify the intended dissertation advisor or approved program committee chair has agreed to serve as the instructor of CIS 699 in the initial semester of registration. Having verified this, the associate dean for graduate studies will issue a permit for the student to register for CIS 699 with this instructor.

Students unable to secure an instructor for CIS 699 should contact the associate dean for graduate studies to develop a plan to secure an instructor.

Students who initiate enrollment in CIS 699 with an instructor who is the student’s intended but not yet approved dissertation advisor or the student’s program committee chair must in the next semester register for CIS 699 with the approved dissertation advisor as the instructor. In other words, students who initiate 699 enrollment with an instructor who is not the approved dissertation advisor must have a dissertation committee approved before they will be permitted to register for second semester in CIS 699. Only students with approved dissertation committees will be permitted to register for a second semester in CIS 699.

Students who may be uncertain that a dissertation committee can be approved before a second semester in CIS 699 begins should not initiate 699 enrollment. Such students should consider registering for coursework other than CIS 699, coursework that can help prepare the student for pursuing dissertation research continuously, under the direction of an approved dissertation advisor, when CIS 699 enrollment is initiated.

Dissertation Requirements

Students in the doctoral program in Communication & Information Sciences must form a dissertation committee. It is important to note that program policy regarding the committee includes stipulations in addition to the stipulations specified in university Graduate School-wide policy regarding the dissertation committee (p. 21).

The dissertation committee, with the director of the dissertation as its chairperson, supervises the preparation of the dissertation. The committee shall have not fewer than five members. The Graduate Faculty of the College of Communication & Information Sciences must be represented by at least three members. Other members may be from the College of Communication & Information Sciences or from a college or school outside the College of Communication and Information Sciences. One member *must* be from a college or school outside the College of Communication & Information Sciences.

All members of the committee must be members of the university Graduate Faculty. The chair of committee must be a full member of the Graduate Faculty. At least one committee member in addition to the chair must also be a full member of the Graduate Faculty. All other members may be associate members of the Graduate Faculty. No more than one affiliate member of the Graduate Faculty may serve on the committee. A majority of the committee members must be regular UA faculty.

The UA graduate dean’s approval of the proposed dissertation committee must be obtained before significant progress is made on the

dissertation—typically just before or just after the dissertation proposal meeting. For this purpose, the student submits the form for Appointment/Change of a Doctoral Dissertation Committee.

Dissertation proposal

After successful completion of the preliminary examination, degree candidates must submit a written proposal to their dissertation committee.

The proposal describes the importance of the proposed topic, outlines the hypotheses to be evaluated, provides an overview of relevant literature, specifies the methodology to be used, and lays out a timetable for completion of the project. The dissertation must make a significant original contribution to the field of communication and information sciences and must demonstrate the candidate's ability to report that research in writing in a clear, comprehensive, and scholarly manner.

The student must submit the proposal, and later the dissertation, to the committee at least 14 days prior to the defense. After the proposal has been circulated among the members, the student's dissertation committee meets for the student's oral defense of the proposal.

Dissertation final examination

The candidate must present a copy of the final draft of the dissertation to each committee member at least two weeks before the scheduled date of the final examination. After the dissertation has been completed and accepted by the candidate's dissertation committee for purposes of the examination, the candidate will be given a final oral examination by the dissertation committee.

The final examination is concerned primarily with the research embodied in the dissertation and with the field in which the dissertation lies, but it may extend over the student's entire primary field of study. The final oral examination is governed by the rules of the Graduate School of The University of Alabama.

The dissertation must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations. Graduate School deadlines, including each semester's dissertation deadline, are available at the Graduate School's homepage.

Electronic submission of theses and dissertations (ETD) is required. Consult the ETD website for details of ETD submission.

Time Limits for Degree Completion

The doctoral program in communication and information sciences follows university Graduate School-wide policy regarding the time limits for degree completion (p. 21).

Academic Misconduct Information

The doctoral program in communication and information sciences follows university Graduate School-wide policy regarding academic misconduct. (p. 7)

Withdrawals and Leave of Absence Information

The doctoral program in communication and information sciences follows university Graduate School-wide policy regarding withdrawals and leaves of absence (p. 244).

Academic Grievances Information

The doctoral program in communication and information sciences follows university Graduate School-wide policy regarding academic grievances (p. 255).

Grades and Academic Standing

A student must maintain cumulative grade point average of at least 3.0 on a 4.0 scale for graduate courses undertaken following admission to the doctoral program. A doctoral student whose grade point average falls below 3.0 at any time after 12 semester hours have been completed will be placed on academic warning by the Graduate School and the College of Communication & Information Sciences. A student on academic warning will not be permitted to apply for admission to candidacy and may not hold an assistantship. Students who are suspended from the program for failure to raise their GPA to 3.0 under academic warning status may petition the college for readmission. The college may in turn make a request to the dean of the university Graduate School for approval of the student's readmission.

University Graduate School-wide policies related to grades and academic standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Acquisition of Financial Support:

All admitted and currently enrolled graduate students in good standing in the College of Communication & Information Sciences, both main campus and online, are eligible to apply for a graduate teaching assistantship (GTA), graduate research assistantship (GRA), and/or graduate administrative assistantship (GAA) position funded by the college by submitting the C&IS Graduate Assistantship Interest Application.

Positions range from 10 hour a week (.25 FTE) positions with half tuition and benefits to 20 hour a week (.5 FTE) positions with full tuition and benefits, although online students are not eligible for university sponsored health insurance. Positions and funding offers vary from one semester in duration to multiple years. Funding levels and lengths are communicated via an offer letter or memorandum of appointment, which will indicate an end date of financial support.

Funding decisions for incoming students are generally made between January and May, and decisions for currently enrolled students without funding are generally made between May and July. Currently enrolled students in good standing whose funding is expiring may petition the Associate Dean of Graduate Studies in writing for continued support, and those decisions are also generally made between May and July.

In addition to college assistantships, excellent students may be nominated by the college for University of Alabama fellowships. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits without work expectations for a defined period set by the Graduate School.

Beyond college-funded assistantships, additional funding opportunities may arise from individual faculty or departments in support of grant work, research projects, teaching specific courses, assisting with administrative projects, etc.

All students funded on assistantships must meet the Performance Expectations for Continuing Financial Support (see below) and funding may be removed prior to the end date of financial support in accordance with the Conditions for Termination of Financial Support (see below).

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in a degree program in the College of Communication & Information Sciences and be making satisfactory academic progress to the completion of the degree.
- The student must complete all mandatory trainings and abide by all rules and policies held by The University of Alabama, College of Communication & Information Sciences, and the department of their work assignment.
- The student must adequately perform all duties assigned to them in a timely manner as defined by the supervisors of their work assignments, including logging work hours if assigned for the position and submitting a semesterly evaluation of their work assignment.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria may be subject to termination of financial support pending C&IS Office for Graduate Studies administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Academic Unit Head and Associate Dean of Graduate Studies may recommend immediate termination of financial support, termination of financial support at the end of the current semester or termination of financial support at the end of the following semester. Students will be notified in writing of any decision to terminate financial support prior to the original end date of funding.

- *Dereliction of Duty.* Dereliction of duty includes, but is not limited to, failure to comply with UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the supervisor; failure to satisfactorily complete all activities associated with the funded position as defined by the supervisor; failure to submit required performance evaluations, etc.
- *Academic Misconduct.* Penalties for resolved academic misconduct cases, including potential loss of financial support, will be determined with guidance from the UA Graduate School and the Office for Graduate Studies.
- *Insufficient Academic Progress.* Insufficient academic progress, as determined by the student's advisor and the Office for Graduate Studies, includes, but is not limited to, students taking courses that do not align with the program requirements; students admitted to candidacy who do not make adequate research progress on their dissertation, failure to pass comprehensive exam, failure to pass proposal defense, etc.
- *Academic Warning & Academic Suspension.* Students on academic warning from the UA Graduate School are not eligible to hold assistantships. In addition to the loss of the assistantship for the semester of Academic Warning, a review of the student will determine if future committed funding will be revoked regardless of successfully earning good standing within the completion of the next 12 credit hours. In all cases, if a student is suspended, all future funding commitments are revoked.

College of Community Health Sciences

Department of Community Medicine and Population Health (p. 519)

Department of Family, Internal and Rural Medicine (p. 522)

Department of Translational Science and Medicine (p. 524)

The courses listed below are open to qualified graduate students. Medical school and family practice residency curricula are published separately from this catalog.

CHS540 Rural Community Interaction I

Hours 3

The purpose of this course is to introduce participants to real life and practical application and topics related to rural medicine, with an emphasis on minority populations. The course is divided into two parts: a shadowing experience with a primary care provider working in a rural or underserved setting, and a seminar series. Additionally the course will include a special service learning project in order to further expose students to practical application of issues and topics in rural or underserved communities.

CHS541 Rural Community Interaction II

Hours 3

The purpose of this course is a continuation of Rural Community Interaction I and introduces participants to additional real life and practical applications and topics related to rural medicine, with an emphasis on minority populations. The course is composed of two class projects of planning, implementation, and evaluation of a community screening event to be selected by the class. Each student will also complete a final paper (5 double-spaced typed pages) describing their cumulative experiences including lessons learned.

Prerequisite(s): CHS 540

CHS550 Introduction to Fundamentals of Medicine I

Hours 6

Introduction to Fundamentals of Medicine I is an interdisciplinary course that provides a foundation for understanding the molecular and biochemical basis of cellular processes and whole body physiology, and initiates an appreciation for their impairment during various human diseases. The course will include an overview of the functional roles of various cellular constituents (e.g., protein, carbohydrate, lipid, nucleic acids) and the processes involved in their synthesis and degradation (e.g., thermodynamics, metabolic pathways, transcription/translation). This will involve not only an understanding of the mechanisms and pathways involved, but will also include an appreciation of their regulation/dysregulation during numerous perturbations of physiologic status (e.g., fed versus fasted, sedentary versus exercise) and disease states. IFM-I consists of a variety of instructional strategies (e.g., lectures, labs, small groups, team-based learning, self-study) to help develop critical thinking and problem solving skills, as well as build a knowledge base that is scientifically and clinically relevant to medical research and practice.

Prerequisite(s): Admission to Rural Community Health Program and Approval by the Instructor

CHS551 Introduction to Fundamentals of Medicine II

Hours 6

Introduction to Fundamentals of Medicine II is an interdisciplinary course that provides a foundation basic pharmacology and cellular physiology. The basic principles of pharmacodynamics and pharmacokinetics will be followed by an introduction to autonomic nervous system pharmacology that will serve as a basis for understanding the pharmacologic treatment of diseases. This course will also cover mechanisms of cellular homeostasis, transport, electrophysiology and communication, and will provide examples of disease states that result from abnormal functioning of these processes. This course consists of a variety of instructional strategies (e.g., lectures, labs, small groups, team-based learning, self-study) to help develop critical thinking and problem solving skills, as well as build a knowledge base that is scientifically and clinically relevant to medical research and practice.

Prerequisite(s): Admission to Rural Community Health Program and Approval by the Instructor

CHS595 Special Topics

SP

Hours 1-3

Selected topics in Community Health Sciences offered by CCHS faculty members.

Special Topics Course

CHS599 Thesis Research

Hours 1-6

A candidate for the Master of Science in Population Health Sciences pursuing the thesis option is required to complete six credit hours dedicated to original research under the direction of a faculty advisory committee. A written thesis is required to be presented, defended orally, and submitted to the faculty advisory committee for approval. Material covered will be of an advanced nature aimed at providing master's students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel development in the field, or a novel perspective on a pre-existing topic in the field.

CHS620 Ind Study In Prev Med

SP

Hours 1-5

Research or directed reading in community medicine topics, including health care delivery, preventive medicine, and health policy aspects of other related topics.

Special Topics Course

CHS622 Directed Research in Community Health

SP

Hours 3

An advanced applied-research course designed to develop skills in the analysis and evaluation of health problems of community interest.

Prerequisite(s): POPH 523 AND 522

Special Topics Course

CHS699 Dissertation Research

Hours 1-12

This independent research course partially fulfills required doctoral level research dissertation hours toward the Ph.D. in the student's field. A minimum of 18 dissertation hours are required, at 1-12 hours per semester. The course is conducted under the guidance of the Ph.D. advisor. The student must register for a minimum of 3 hours per semester in this course until reaching the required minimum of 18 credit hours. Thereafter, students must register for a minimum of 1 hour each semester in this course, maintaining continuous enrollment until degree completion.

Prerequisite(s): Admission to Candidacy

CHS700 Clinical Clerkship

Hours 12-18

This course is designed to allow UASOM students to complete their MS3 clerkships on the Tuscaloosa campus. Material covered is defined by UASOM and the UASOM Primary Care Track curriculum. This is a 12 month curriculum and these courses are to define participants' status as UA students during this time.

CHS701 Clinical Clerkship

Hours 12-18

This course is designed to allow UASOM students to complete their MS3 clerkships on the Tuscaloosa campus. Material covered is defined by UASOM and the UASOM Primary Care Track curriculum. This is a 12 month curriculum and these courses are to define participants' status as UA students during this time.

CHS702 Clinical Clerkship

Hours 12-18

This course is designed to allow UASOM students to complete their MS3 clerkships on the Tuscaloosa campus. Material covered is defined by UASOM and the UASOM Primary Care Track curriculum. This is a 12 month curriculum and these courses are to define participants' status as UA students during this time.

CHS710 Medical Student Pre-clinical Studies

Hours 9

This course is designed to allow University of Alabama at Birmingham Heersink School of Medicine (UABHSOM) students to complete their Primary Care Track or Rural Medical Scholars Track pre-clinical curriculum on the Tuscaloosa Regional Medical Campus of the UABHSOM. This is a 12-month curriculum, and these courses define learners' status as University of Alabama students. The student learning outcomes, course objectives, and material covered are defined by the UABHSOM, the UABHSOM Primary Care Track curriculum or Rural Medical Scholars Track curriculum, and the Liaison Committee on Medical Education (LCME) – the accrediting agency of the UABHSOM.

Prerequisite(s): First and second year University of Alabama at Birmingham Heersink School of Medicine (UABHSOM) medical students enrolled in the Primary Care Track or Rural Medical Scholars Track who are assigned to the UABHSOM Tuscaloosa Regional Campus.

CHS800 Clinical Clerkship

Hours 12-18

This course is designed to allow UASOM students to complete their MS3 clerkships on the Tuscaloosa campus. Material covered is defined by UASOM and the UASOM Primary Care Track curriculum. This is a 12 month curriculum and these courses are to define participants' status as UA students during this time.

CHS801 Clinical Clerkship

Hours 12-18

This course is designed to allow UASOM students to complete their MS3 clerkships on the Tuscaloosa campus. Material covered is defined by UASOM and the UASOM Primary Care Track curriculum. This is a 12 month curriculum and these courses are to define participants' status as UA students during this time.

CHS802 Clinical Clerkship

Hours 12-18

This course is designed to allow UASOM students to complete their MS3 clerkships on the Tuscaloosa campus. Material covered is defined by UASOM and the UASOM Primary Care Track curriculum. This is a 12 month curriculum and these courses are to define participants' status as UA students during this time.

CHS900 Residency

Hours 12

No description available

Department of Community Medicine and Population Health

- Population Health Sciences, MS (p. 519)

Professor and Chair

- Martha R. Crowther, PhD, MPH

Professor

- Lisle Hites, PhD, MEd, MS

Associate professors

- Antonio Gardner, PhD, MS
- Lea Yerby, PhD
- Mercedes Morales-Aleman, PhD

Assistant professors

- Lilanta Bradley, PhD, MFT
- Abbey Gregg, PhD, MPH
- Randi Henderson-Mitchell, PhD, MBA
- Maryam Jafari Bidgoli, PhD
- Yuhui Yao, PhD

Retired Faculty

- Pamela Payne-Foster, MD, MPH

POPH520 Essentials of Population Health

Hours 3

An introductory graduate level course designed to teach learners to examine health issues from a population health perspective.

POPH521 Health Policy & Planning

Hours 3

Designed to assist the student in understanding the planning process and factors that influence and determine policy decisions.

View All Courses

Population Health Sciences, MS

Population health is an interdisciplinary field that integrates clinical care and public health practices to prevent, reduce and manage human disease. Population health is particularly interested in the social determinants of health outcomes, and why the distribution of social health determinants is different between population groups. The changing nature of health care due to population shifts and policy reform has created a rising demand for a graduate degree in Population Health. Graduates of the MS program are trained to address the health needs of diverse communities and are equipped with data-driven strategies to help transform health care.

Both in-person and online program options are offered. Our in-person program attracts a small cohort of students desiring an intensive 1-year experience to prepare them for additional graduate educational opportunities, such as medical school or PhD programs. The online program allows individuals across the country to pursue a degree while working full time. Both the in-person and online programs allow us to train future and current health care practitioners in data analytics, research methods, and evidence-based approaches to combating health disparities. Population health is an interdisciplinary field, and our degree is beneficial for future and current health professionals, health systems administrators, and others interested in health outcomes research, evidence-based care, and health system redesign.

Admission Requirements

The GRE or MCAT is not required for admission. Please note that for applicants with a GPA below a 3.0, an admission test score is strongly recommended to be considered for admission. International applicants will need to meet other requirements established by the Graduate School.

Application Requirements: Academic transcripts from all institutions attended where 15 or more credit hours were earned, three letters of recommendation, curriculum vitae, and statement of purpose

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

This program has a thesis and a non-thesis option. Candidates under the thesis option will complete 18 semester hours of core coursework, 6 hours of elective coursework, and 6 hours of thesis research hours (POPH 599 Thesis Research). Candidates under the non-thesis option will complete 18 semester hours of core coursework, 9 hours of elective coursework, and 3 hours of a "capstone" experience (POPH 595 Population Health Applications).

Population Health Sciences, MS		Hours
CORE Courses		18
POPH 520	Essentials of Population Hlth	3
POPH 521	Health Policy & Planning	3
POPH 522	Biostatistics	3
POPH 523	Basic Epidemiology	3
POPH 524	Health Economics	3
POPH 525	Health Outcomes Research	3

Electives		
POPH 530	Introduction to Medical Care	3
POPH 531	IP Health Communication	3
POPH 532	Healthcare Finance & Reimb	3
POPH 533	Healthcare Quality&Informatics	3
POPH 535	Data Management	3
POPH 536	Intro. to Qualitative Methods	3
POPH 537	Cultural Competency	3
POPH 622	Multivar Meth Hlt Stats	3
POPH 623	Advanced Epidemiology	3
Thesis Option		Hours
Core Courses		18
Electives (6 hours from the list above)		6
Thesis Research		
POPH 599	Thesis Research	6
Total Hours		30
Non-Thesis Option		Hours
Core Courses		18
Electives (9 hours from the list above)		9
Capstone Experience		
POPH 595	Population Health Applications	3
Total Hours		30

Transfer Credit

Students may transfer in a maximum of 6 credit hours. Students are recommended to submit graduate coursework for transfer credit evaluation before the end of their first semester in the program.

Graduate School-wide transfer policies.

Comprehensive Exam/Capstone

There is no comprehensive exam. Students will complete a thesis (Plan I) or a non-thesis experience (Plan II).

Plan I - Thesis Process Requirements

The thesis degree completion option requires at least 6 credit hours of POPH 599. The purpose of the thesis is to investigate an original population health question and to contribute new knowledge back to the field of population health. The investigation should be grounded in proper research design and a solid understanding of the healthcare system. Students should complete all core courses before starting their thesis work. In rare circumstances, the student's advisor and Graduate Program Director can approve registration for CHS 599 before all core courses are completed. The thesis involves preparation of a research paper that is of publishable quality and a formal presentation defending the work. Information about the thesis proposal approval process can be found in the program handbook.

A thesis committee must consist of at least three Graduate Faculty appointed by the dean of the Graduate School. The Committee Chair must be a full or associate member of the Graduate Faculty. One member must be from outside the student's major department. The majority of the thesis committee must be full-time regular University of Alabama faculty. If the outside member is not a full or associate member of the UA Graduate Faculty (e.g., a highly qualified person from another university, a business, or industry), the graduate dean needs to appoint that member by approving Affiliate Graduate Faculty status for the

specific purpose of serving on the student's thesis committee. Unless there are extraordinary circumstances meriting approval by the graduate dean before the final oral defense of the thesis, all members of the thesis committee must attend the defense.

The candidate must give members of the examining committee a minimum of two weeks to read the thesis before the date of the final oral examination. All members must agree that the student is ready for the final oral thesis defense. A final oral thesis defense is required of all students completing a thesis. The final oral thesis defense is the culminating experience in the master's program. As such, all members of the thesis committee are required to attend and participate in real time. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members. Students enrolled in the main campus program are expected to participate in graduate oral examinations in person and on campus. In the event that requiring the student to be in person and on campus for the presentation would cause hardship to the student, the committee chair and the graduate program director may approve virtual participation. The student should clearly outline the extenuating circumstances leading to this need. The student and all committee members must adhere to the Graduate School's requirements for virtual participation. Students in the online program may defend their thesis virtually and are not required to travel to Tuscaloosa. The thesis defense is conducted publicly and is open to all students and faculty in the Department of Community Medicine and Population Health.

For formatting guidance, follow the UA Graduate School electronic thesis instructions. A "journal-format thesis" is acceptable. Such a thesis follows the format of a particular journal in which the student and advisor want the thesis to be published. To prepare a journal-format thesis, the student uses the journal's "information for authors" or similarly titled guidelines in conjunction with the Graduate School's Student Guide to Preparing Electronic Theses and Dissertations. All theses are submitted electronically rather than on paper. See the Graduate School's homepage for a link to information on Electronic Theses and Dissertations (ETD) for details. Theses must comply with the regulations set out in A Student Guide to Preparing Electronic Theses and Dissertations, available on the Graduate School's website.

Plan II - Non-Thesis Process Requirements

Candidates for the master's degree under Plan II must earn a minimum of 30 semester hours of coursework credit of which 3 semester hours is a practicum experience (POPH 595). The practicum is a planned, supervised, and evaluated work experience that compliments the student's classroom education, and allows them the opportunity to apply the lessons learned in their course work. The practicum experience is designed to enhance student's professional experience in the field of population health and is key to a comprehensive understanding of population health in clinical settings. Students are required to complete 24 credit hours, including all core courses, before enrolling in POPH 595. Students must have an approved practicum proposal before they will be allowed to register for this course. Information about the practicum proposal approval process can be found in the program handbook. In the case of practicum projects that involves the use of human subjects in any way, the student must consult with the Practicum Director about the potential for IRB approval before beginning their coursework.

During the practicum experience, students will work under the supervision of their Practicum Director and Site Preceptor, who agree to supervise the practicum experience. Decisions on the nature, site, specific objectives, and activities of the practicum are arrived at following

discussions and agreements amongst the student, the Practicum Director, and the Site Preceptor. The student and Practicum Director will also identify two additional Community Medicine and Population Health faculty that will serve on the practicum committee. These faculty will provide additional content expertise to the student.

The practicum experience should demonstrate mastery of at least three of the course competencies in the Population Health program. The student is responsible for completing 120 hours under the guidance of their preceptor and is required to document their completed hours on a regular basis. The practicum experience culminates in a final presentation and creation of an artifact that is agreed upon by the student and the practicum committee (eg, publication, grant submission, quality improvement activity, etc). The practicum presentation is conducted publicly and is open to all students and faculty in the Department of Community Medicine and Population Health. All members of the practicum committee are required to attend and participate in real time. Students enrolled in the main campus program are expected to participate in graduate oral examinations in person and on campus. In the event that requiring the student to be in person and on campus for the presentation would cause hardship to the student, the committee chair and the graduate program director may approve virtual participation. The student should clearly outline the extenuating circumstances leading to this need. The student and all committee members must adhere to the Graduate School's requirements for virtual participation. Students in the online program may present virtually and are not required to travel to Tuscaloosa.

Time Limits for Degree Completion Requirements

Graduate School-wide time limit policy.

Student Progress Requirement

The Population Health program requirements for maintaining good academic standing supplement the Graduate School requirements. Students who are not in good academic standing may lose fellowships, assistantships, other funding support, or may be dismissed from the program. Students must be in good academic standing, which means having a GPA of at least a 3.0 in all graduate work, before progressing to their thesis or practicum project. Students not in good academic standing at the conclusion of their required and elective coursework for the program will have one semester to remove their Academic Warning or they may be dismissed from the program due to insufficient progress towards completing their degree. When warranted by course scheduling restrictions, such as when a course that needs to be repeated is only offered once a year, students can be given a longer time frame to remove their Academic Warning. Students that are dismissed from the program will not be eligible for readmission to the program. In addition to the relevant academic thresholds, a student's standing with the program is also contingent on compliance with the Code of Student Conduct and adherence to the Capstone Creed.

Graduate School-wide policies.

Academic Misconduct Information

All acts of dishonesty in any work constitute academic misconduct. This includes, but is not limited to, cheating, plagiarism, fabrication of information, misrepresentation and abetting any of the above. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct occurs. Students should refer to the Office of

Academic Affairs' page on Academic Misconduct: Graduate School-wide academic misconduct information.

Withdrawals and Leave of Absence Information

Students should notify the program director to discuss withdrawals and leave of absences. Please refer to the UA Graduate Catalog for further instructions on how to submit for withdrawal and leave of absences.

Graduate School-wide withdrawals and leave of absence information.

Academic Grievances Information

Graduate School academic grievances information.

Grades and Academic Standing

Graduate School grades and academic standing requirements (p. 28).

Graduate School Deadlines Information

Graduate School Deadlines.

Application for Graduation Information

Master's Application for Graduation

Graduate Assistantships: A limited number of assistantships may be available each academic year. All students admitted to the main campus program are considered for assistantships and are matched to open positions based on the student's academic history, research skills, and other relevant experience and expertise demonstrated in the application materials to the program. A student with a "conditional" admission status is not eligible for an assistantship appointment. To retain an assistantship, a student must demonstrate satisfactory progress in the academic program and satisfactory work as a research assistant. Unsatisfactory academic progress may be defined as the failure to maintain a B average in graduate courses attempted after being admitted to the program, a grade of F in any course in the program, an unsatisfactory thesis or practicum project defense, or any other failure of a required component of the program of study. Students with assistantships will receive a performance evaluation of their research assistant work each semester. Additional information about minimum graduate school qualifications for graduate assistantships can be found here on the Graduate School website.

Fellowships: The University of Alabama's Graduate School offers several competitive fellowships that cover tuition, health insurance, and stipends. A list of available fellowships can be found on the Graduate School website. All students admitted to the main campus program are considered for fellowships. The program admissions committee selects exceptional applicants to the program that may be competitive for Graduate Council Fellowships. Applicants interested in a fellowship position should highlight their research interests and skills in their Statement of Purpose. Applicants should also describe specific areas of population health research they wish to pursue if awarded a fellowship. Please note that it is not necessary to contact a prospective faculty mentor for your fellowship during the application process as students are connected to mentors after admittance to the program. Recommendation letters should also speak to the applicant's potential to contribute to population health research.

Department of Family, Internal and Rural Medicine

- Rural Community Health, MS (p. 522)

Chair and Associate Professor

- Tamer Elsayed, MD, M.Sc.

Associate professor

- Drake Lavender, MD, FAAFP

Assistant professor

- Jackie Luker, MD, Associate Director, Rural Programs

Professor emeritus

- James Leeper, PhD

Assistant Director

- Cynthia Moore, Rural Programs

Staff

- Ashley Wilder, Program Assistant

Additional Teaching Faculty

- Antonio Gardner, PhD MS, Director of Education and Evaluation for Rural Programs
- Cecil Robinson, PhD
- Elizabeth Western, MD, PhD

RCH500 Rural Envir/Occup Health

Hours 3

The goal of the course is to help the student recognize environmental and occupational health hazards in the rural setting, the effects of exposure to these hazards and preventative measures that should be taken to avoid environmental risks. This course introduces students in the Rural Medicine Program to the basics of environmental and occupational health in the rural setting. The course is designed to help these students recognize biological, chemical, physical, safety, and ergonomic health hazards common to the rural South; the effects of human exposure to these hazards are presented; and preventive measures that should be taken to avoid such exposures are discussed. Applicable environmental and workplace regulations are reviewed.

RCH522 Community Clinical Process I

Hours 3

A combination of scheduled sessions and fieldwork activities. The fieldwork will consist of visiting with an assigned rural advisor, completing a rural community assessment, and assisting with community health screenings and education programs.

[View All Courses](#)

Rural Community Health, MS

This 30 hour degree program is designed to provide some of the tools necessary for future rural Alabama physicians to become community health leaders. The program teaches principles of rural public health as a basis for community health leadership, characteristics of rural health concerns and approaches to biomedical science study. The curriculum is combination of Basic Science Courses, Rural Primary Care discussions, activities, visits and an introduction to basic clinical medicine through didactic sessions, clinical simulations and shadowing with physicians. It will help prepare them to lead in the development and maintenance of

community health center practices and other health care practices. There are two concentrations: Rural Medical Scholars and Rural Community Health Scholars.

Concentration 1: Rural Medical Scholars (RMS) was established in 1996 by The UAB Heersink School of Medicine (UABSOM) to recruit students who grew up in rural Alabama who desire to practice primary care medicine in rural Alabama. RMS apply to UABSOM, go through a special interview/selection process and enter a RMS 5-year track of study leading to the MD degree. For the first year, RMS spend a year on the Tuscaloosa campus in the MS in Rural Community Health program with a set of courses related to rural community health and basic sciences. Following this year, RMS then complete two years of pre-clinical study at UABSOM in Birmingham. RMS then return to Tuscaloosa for two years of clinical medicine training in the College of Community Health Sciences (CCHS) (UABSOM – Tuscaloosa Campus). After completing the MD degree, RMS enter residency training in the specialty of their choice.

Concentration 2: Rural Community Health Scholars (RCHS) are students who exhibit a desire to be rural primary care physicians, but are not yet eligible for the RMS program. The RCHS have the same rural Alabama residency requirements (8 or more years growing up in a rural Alabama community or have graduated from a rural Alabama high school) as RMS. Most of these students use the Master of Science degree as a bridge to the RMS program by demonstrating their ability to handle graduate-level studies and improving admission test scores. If they do not become eligible for the RMS program, they may choose to complete the degree and/or pursue admission to other programs.

Students will complete degree requirements following Plan II (without thesis). Each student must have a cumulative GPA of 3.2 or better for all graduate courses undertaken at UA, although UABSOM may require a higher science GPA for RMS. At least 75 percent of the graduate hours taken must have been completed with grades of "A" or "B" at UA. All requirements for graduation must be completed within six semesters.

Goal / Purpose

The purpose of the RCH MS - RMSP is to identify, recruit and retain rural students who have the desire to return to the rural setting as physicians. Ten to Twelve rural Alabama students from a competitive applicant pool are selected each year to enter the Rural Community Health Master's Degree Program at the University of Alabama. Upon successful completion of the Master's Degree, these students will matriculate to the UAB Heersink School of Medicine (UABSOM) and complete the first two years of medical education in Birmingham. Students then return to Tuscaloosa to complete the third and fourth years of medical education at the University of Alabama, College of Community Health Sciences. The RCH MS - RMSP provides:

- Creation of a peer support network among rural students
- Interaction with an advisor/mentor who is a practicing physician
- Study of rural health issues
- Community fieldwork/experiences
- Introduction to health care policy and current trends in medicine

Benefits of Being a Rural Scholar:

- Peer relationship development through shared experiences
- Interaction with rural health care professionals through shadowing and community projects
- Interaction with Medical Students, Residents and Medical School Faculty and Preceptors
- Review and evaluation of student progress and guidance as indicated

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission as a Rural Medical Scholar (RMS) student, an applicant must:

- Have an MCAT score of 495 or above
- Have An undergraduate GPA of 3.2 or higher.
- Have been a resident of a rural Alabama county for at least eight years or have attended a rural high school
- Intend to practice medicine in rural Alabama
- Meet Heersink School of Medicine admission requirements

In addition to the minimum Graduate School admission requirements, to be considered for regular admission as a Rural Community Health Scholar (RCHS) student, an application must include:

- An MCAT score of 490 or higher.

Who Should Apply?

Applicants who spent their formative years in rural Alabama who are interested in practicing primary care medicine in rural Alabama Applicants must meet the <https://cchs.ua.edu/rural-programs/medical-scholars/> admission requirements for Rural Medical Scholars and Rural Community Health Scholars

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Each track within the program - the Rural Medical Scholar (RMS) and Rural Community Health Scholar (RCHS) tracks - require a minimum of 30 credit hours to complete. The RMS track is a one-year program, and the RCHS track is a two-year program. All students will complete a set of common core courses, plus the additional core courses and approved electives within their respective tracks. Students who complete the first year of RCHS track and are accepted into the RMS track in spring of year one will complete the RMS track core curriculum and approved electives in year two. Students who complete the first year of RCHS and are NOT accepted or choose not to apply or enroll into the RMS track will complete the remaining RCHS core curriculum in year two.

Of note, though listed as additional core courses in each track, RCH 522 Community Clinical Process I and RCH 532 Community Clinical Process II and CHS 540 Rural Community Interaction I and CHS 541 Rural Community Interaction II, all meet the same student learning outcomes related to rural community health. Clinical Community Processes I & II are separate courses because they also provide preparation for medical school success and careers as rural family physicians.

Required for ALL Rural Community Health Students		Hours
RCH 500	Rural Envir/Occup Health	3
POPH 521	Health Policy & Planning	3
One Common Core BSC Course		3 or 4
BSC 524 Human Physiology (Fall Semester)		
BSC 569 Histology of Vertebrates (Spring Semester)		
BSC 535 Immunology (Fall Semester)		
BSC 551 BCH/Molecular Biology II (Spring Semester)		
BSC 544 General Virology		
BSC 549 Endocrinology		
Additional Concentration Total Hours		20-21
Total Program Hours		30

Rural Community Health Scholars Concentration

Rural Community Health Scholars Concentration		Hours
Core Courses		9-10
Required Rural Community Health Scholars Courses		
POPH 522	Biostatistics (Fall Semester)	3
POPH 523	Basic Epidemiology (Spring Semester)	3
CHS 540	Rural Community Interaction I (Fall Semester)	3
CHS 541	Rural Community Interaction II (Spring Semester)	3
Elective Courses		9
Select from the Elective Course list.		
Total Hours		30

Rural Community Health Scholars Elective Courses		Hours
BSC 524	Human Physiology	3
BSC 535	Immunology	4
BSC 544	General Virology	3
BSC 549	Endocrinology	3
BSC 551	Bch/Molecular Biology II	3
BSC 550	Fundamentals of Biochemistry	3
BSC 560	Human Developmental Biology	4
BSC 569	Histology Of Vertebrates	4
RCH 523	Indep Stdy Community Med	1 to 6
RCH 530	Stress Management	3
NHM 561	Adv. Vitamins and Minerals	3
NHM 562	Metabolism of Energy Nutrients	3
Total Elective Hours		9

Rural Medical Scholars Concentration

Rural Medical Scholars Additional Courses		Hours
Core Courses (see above)		9
RCH 522	Community Clinical Process I	3
RCH 532	Community Clinical Process II	3
RCH 591	Clin Corr and Study Strat I	2
RCH 592	Clin Corr & Study Strat II	2
Elective Courses (select from options below)		11
Total Hours		30

Elective courses for Rural Medical Scholars		Hours
NHM 561	Adv. Vitamins and Minerals	3
NHM 562	Metabolism of Energy Nutrients	3
BSC 524	Human Physiology	3
BSC 569	Histology Of Vertebrates	4
BSC 535	Immunology	4
BSC 551	Bch/Molecular Biology II	3
BSC 544	General Virology	3
BSC 549	Endocrinology	3
BSC 550	Fundamentals of Biochemistry	3
BSC 522	Biology of Cancer	3
BSC 530	Introduction to Pharmacology	3
BSC 560	Human Developmental Biology	4
RCH 523	Indep Stdy Community Med	1 to 6
Total Elective Hours		11

Transfer Credit

Graduate School Information on Transfer Credit. (p. 15)

Comprehensive Examination/Capstone Project

There is no comprehensive examination. Instead, students will complete a Rural Community Health Assessment as a capstone project.

The Rural Community Health Assessment will be of their hometown or other rural community. It will entail a review of the history and current health status of the community, and interviews with rural community members. Using this data, students will develop a review of community systems (e.g., health, education, government, spiritual, recreational, economic), and identify a comprehensive problem list with one or more priority concerns about the health status of the community.

Students will develop and be evaluated on a written description and oral presentation of their Rural Community Health Assessment. Written work will be evaluated by faculty in the Rural Community Health program using a rubric provided to the students. Oral presentations will be evaluated by a panel of faculty from the Rural Community Health program and additional faculty members from across the College of Community Health Sciences with expertise in rural community health and medicine using a rubric provided to the students. Students must receive a grade of at least a 'B' on the written description and oral presentation components of their capstone project to graduate.

For students enrolled in the Rural Community Health Scholars concentration, the capstone project will be completed as a part of CHS 540 Rural Community Interaction I, and CHS 541 Rural Community Interaction II.

For students enrolled in the Rural Medical Scholars concentration, the capstone project will be completed as part of RCH 522 Community Clinical Processes I and RCH 532 Community Clinical Processes II.

Program Requirements

Candidates for the master's degree must earn a minimum of 30 semester hours of coursework credit and complete a culminating or "capstone experience" as described under the Comprehensive Examinations. Candidate working under Plan II may be required to participate successfully in seminar or problem courses that will give them an acquaintance with the methods of research and an appreciation of the place and function or original investigation in the field.

Time Limits for Degree Completion Requirements

All students will complete degree requirement following Plan II (without thesis). Each student must have a cumulative GPA of 3.2 or better for all graduate courses undertaken at UA, although UABSOM may require a higher science GPA for RMS. All requirement for graduation must be completed within six semester.

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

Please refer to the UA Graduate Catalog, Scholastic Requirements and Academic Standing for guidelines on evaluating student progress (p. 28).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadline Information

Graduate School information on the Graduate School Deadline.

Application for Graduate School Information

Graduate School information on the Application for Graduate School (p. 14).

Department of Translational Science and Medicine

Advanced Drug Delivery Concentration (p. 807)

Concentration of the Interdisciplinary Studies, PhD hosted by the Graduate School

Interim Chair

- M. N. V. Ravi Kumar

Assistant professors

- Raghu Ganugula
- John Victor Napoleon

Associate professor

- Meenakshi Arora

Professor

- M. N. V. Ravi Kumar

TSM660 Drug Delivery Beyond the Biological Barriers
Hours 4

This course provides an overview of drug discovery, formulation, and delivery with efforts to reflect on the past and peek into the future drug development. This course requires substantial knowledge of chemistry, mathematics, and physics, and basic courses in biological sciences.

TSM661 Imaginary Logic of Advanced Drug Delivery Program
Hours 1

This course presents topics designed to bring together divergent thinking (imaginary) with convergent thinkers (logical) to provide a platform to train the next generation of students to think horizontally to overcome the valley of death in drug discovery and bring new therapies to clinic. As a career preparation course, it aims to provide students the depth and breadth of understanding in drug discovery and development that will be applicable throughout their careers, regardless of their research focus.

TSM662 Formulations Science Lab Hours 3

This research-based laboratory course provides training in the of drug delivery systems through a broad spectrum of techniques including synthesis of polyesters and their bioconjugation, characterization of polyesters using the state-of-the-art analytical tools, processing the polyesters into nanoparticulate drug carrier systems encapsulating diverse model drugs, and characterization of the nanoparticles for size, loading, encapsulation, release, and stability. This course will provide basic training and experience for a smooth start for future laboratory work. This course requires substantial knowledge of chemistry, mathematics, and physics, and basic courses in biological sciences.

Prerequisite(s) with concurrency: TSM 660

[View All Courses](#)

College of Education

Department of Curriculum Instruction (p. 526)

Department of Educational Leadership, Policy, and Technology Studies (p. 567)

Department of Educational Studies in Psychology, Research Methodology, and Counseling (p. 594)

Department of Kinesiology (p. 637)

Department of Music Education (p. 646)

Department of Special Education (p. 648)

Professional Licensure (Certification)

The curricula offered by the College of Education are designed to prepare teachers and school administrative and supervisory officials for the appropriate certificates. Certification programs are available for the Alabama Class A and Class AA professional certificates. The College of Education, in accordance with the regulations of the Alabama State Board of Education, also provides assistance to individuals who need courses for the renewal of a certificate.

The associate dean for student services in the College of Education has been designated the teacher certification officer for the University. Students who need information about or assistance with certification should consult the associate dean for student services.

Alabama Educator Code of Ethics

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Fingerprinting/Background Clearance

Applicants to a State-approved certification program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to ACT 2002-457. This includes all students (traditional, alternative, out-of-state, and distance learners) enrolled in programs that lead to Alabama certification, regardless of whether or not they are pursuing Alabama certification. The background check is completed at the student's expense, and suitability must be documented in the Office of Student Services & Certification before the student is assigned placement in

a clinical setting. [Alabama Administrative Code] A candidate whose suitability determination precludes admission to a state-approved teacher education program has the right to due process procedures in accordance with the current Educator Certification Chapter of the Alabama Administrative Code (Revocation and Suspension of Certificates and Unsuitability Determinations).

Application for Certification

All students must complete the proper application form for Alabama certification. Forms are available through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall. A student who does not apply for professional licensure within 60 months after completing the state-approved program will be required to meet the current program. Students who plan to teach in other states must secure the proper professional licensure application forms from those states' departments of education.

Alabama Class A Professional Certificate

Class A teacher education programs are designed to help teachers more effectively serve the purposes defined for the same teaching field at the Class B level, provided such programs exist. The intent of the fifth-year program is to help the teacher develop higher levels of competence than is possible in the Class B program.

Effective for candidates admitted July 1, 2017, and thereafter, a cumulative GPA of not less than 3.25 is required for all courses used to meet the requirements on the approved program checklist for a Class A teaching field or area of instructional support, and a final comprehensive examination is required.

A survey of special education course is required. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program on July 1, 2017, and thereafter, must take an approved course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

Following a review by the Alabama State Department of Education, the Class A Professional Certificate is granted to the student who (a) has applied for and has been recommended for certification by the College of Education, and (b) has completed a pre-planned graduate program, approved by the state board of education, that includes a master's degree. It is important to remember that the awarding of a master's or higher degree does not necessarily imply that the student is eligible for Class A certification.

Applicants for *initial* certification in a teaching field or area of instructional support must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP). Information about Praxis assessments is available at <https://www.ets.org/praxis/al/test-takers/plan-your-test/certification.html>, and information about Foundations of Reading 190 is available at <https://www.al.nesinc.com/>. Information is also available in the Office of Student Services & Certification (104 Carmichael Hall).

An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months of the program completion date. The Class A certificate is valid for five years and may be renewed according to regulations of the Alabama State Department of Education. Individuals are responsible

for meeting renewal requirements and submitting the application for renewal.

Alabama Class AA Professional Certificate

The essential objective of the sixth-year program is to extend upward the level of competence of the teacher. Following a review by the Alabama State Board of Education, the Class AA Professional Certificate is granted to students who (a) have applied for and are recommended for certification by the College of Education, and (b) have completed a pre-planned graduate program, approved by the state board of education. Students seeking Class AA professional certification must enroll in and complete the EdS (or doctoral) degree program in the desired certification area in order to obtain the University's recommendation for Class AA professional certification. Courses used to qualify for a lower-level supporting certificate may not be used again as part of a higher-level certification program.

Effective for candidates admitted July 1, 2017, and thereafter, a cumulative GPA of not less than 3.50 is required for all courses used to meet the requirements on the approved program checklist for a Class AA teaching field or area of instructional support; and a final comprehensive examination is required.

A survey of special education course is required. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class AA program on July 1, 2017, and thereafter, must take a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

Applicants for *initial* certification in a teaching field or area of instructional support must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP). Information about Praxis assessments is available at <https://www.ets.org/praxis/al/test-takers/plan-your-test/certification.html>, and information about Foundations of Reading 190 is available at <https://www.al.nesinc.com/>. Information is also available in the Office of Student Services & Certification (104 Carmichael Hall).

A maximum of 15 semester hours of appropriate post-master's-degree credit earned through an institution approved to offer graduate programs beyond the master's level in the field of study in which the credits were earned may, with approval by the department head or his or her designee, be applied toward the Class AA Professional Certificate. It is important to remember that the awarding of a graduate degree does not necessarily imply that the student is eligible for Alabama certification.

An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months of the program completion date. The Class AA certificate is valid for five years and may be renewed according to regulations of the Alabama State Department of Education. Individuals are responsible for meeting renewal requirements and submitting the application for renewal.

Alternative Approaches to Certification

In addition to "regular" certification programs, the Alabama State Board of Education offers alternative approaches to certification. Some of these include: (a) Alternative Class A approach (see information in this catalog); (b) provisional certificate in a teaching field; (c) provisional

certificate in Library Media or School Counseling; (d) CACREP-accredited School Counseling Program approach; (e) Nationally Certified School Psychologist approach; and (f) National Board for Professional Teaching Standards approach. Information regarding these approaches is available via the **Alabama State Department of Education**.

Policies for Out-of-State Students at Master's Level (Class A) and Educational Specialist Level (Class AA) for Any Area *Except* Educational Administration

Students planning to teach outside the state of Alabama are held personally responsible for knowledge of professional licensure requirements in those states.

Admission requirements for master's level (Class A) programs for teachers include "eligibility for Class B certification in the teaching field(s) in which Class A certification is sought," except in a few specified fields.

Admission requirements for educational specialist level (Class AA) programs for teachers include "eligibility for Class A certification in the teaching field(s) in which Class A certification is sought," except in a few specified fields.

Out-of-state students who do not meet the above admission requirements to enroll in courses at the respective levels may be recommended to other state departments of education based only on completion of coursework, not completion of approved programs. Thus, these students will not be eligible for Alabama certification and, if and when the students wish to receive Alabama certification and teach in Alabama, they must present verification of eligibility for an appropriate prerequisite Alabama certificate before being recommended for Alabama certification.

Foreign Credentials

Coursework and/or a degree accepted from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Teacher Education and Certification Office. Contact the College's Office of Student Services and Certification for more information.

Changes in Certification Requirements

The programs listed in this catalog that lead to Alabama Class A and Class AA professional certificates for service in the public schools may be altered to meet certification standards adopted by the Alabama State Board of Education. Check with the appropriate department for information about current requirements.

Department of Curriculum & Instruction

- Majors
 - Curriculum and Instruction, EdD (p. 527)
 - Curriculum and Instruction, PhD (p. 530)
 - Elementary Education, MA (p. 537)
 - Elementary Education, EdS (p. 535)
- - Secondary Education, MA (p. 552)
 - Secondary Education, EdS (p. 544)
 - Literacy Research, Theory and Pedagogy Certificate (p. 543)

Department Head

- Miguel Mantero

Program Coordinators

- Cailin Kerch, Elementary
- Jonathan Shemwell, Secondary
- Carol Donovan, Literacy Program
- Carl Hancock, Music Education
- Karen Spector, Doctoral Programs

Professors

- Susan Auslander
- Julianne Coleman
- Amy Hutchison
- Miguel Mantero

Associate Professors

- Cory Callahan
- Alison Hooper
- Latrise Johnson
- Jonathan Shemwell
- Karen Spector
- Jeremy Zelkowski

Assistant Professors

- Brittany Adams
- Hazel Altindis
- Crista Banks
- Shannon Davidson
- Terrance Lewis
- Daniel Pimentel
- Jee Kyung Suh

Clinical Associate Professors

- Cailin Kerch
- Emily Sims

Clinical Assistant Professor

- Amanda Cramer
- Cortney Dilgard

Elementary Education Courses

CEE515 Science in Early Childhood and Elementary School

Hours 3

Designed to expand knowledge and competencies of early childhood and elementary teachers of science with specific focus on current standards, research, and inquiry models of instruction.

CEE516 Social Science in Early Childhood and Elementary School

Hours 3

The focus is on current trends in early childhood and elementary social studies, with particular attention to innovative instructional modes and to relating learning to the learners' social environment.

Curriculum and Instruction Courses

Reading Education Courses

CRD510 Expanding Reading

Hours 3

A comprehensive study of the major factors involved in teaching reading at the intermediate grade levels. Techniques for teaching word recognition and comprehension skills are studied extensively.

CRD511 Beginning Reading in Pre-K and Primary Grades

Hours 3

Attends to the theory and practice of beginning reading; key areas of study include diagnostic and evaluative procedures and the organization and implementation of appropriate instruction for P-6. A field component is required.

Secondary Education Courses

CSE530 Mod Sec School Program

Hours 3

The evolving secondary school and its program, with emphasis on analysis of current trends that directly affect modern school practices in a societal context.

CSE532 Secondary Sch Curric

Hours 3

The evolving secondary school curriculum, from historical, current trends, and projective perspectives.

View All Courses

Curriculum and Instruction, Ed.D.

The Ed.D program in the Department of Curriculum and Instruction is designed to develop educational leaders with research skills to conduct place-based, applied research in support of communities, schools, teachers, and students. Ed.D. program graduates take teaching faculty positions in higher education, leadership positions in pre-K-12 schools and education non-profit organizations, and various administrative positions in governmental agencies, such as the Alabama State Department of Education. The program is delivered online. Please contact Dr. Alison Hooper (alhooper2@ua.edu) for all inquiries.

Admissions

The Ed.D. program accepts applications for fall semester entry only. The Curriculum & Instruction Online EdD program accepts new cohorts of students every two years. The next application portal will open in fall 2026, with an application deadline of February 5, 2027.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Curriculum Vitae
- Statement of Purpose with the following parts:
 - A) Identify a research question or problem within curriculum and instruction that you're passionate about investigating.
 - B) Briefly outline your academic and professional experiences that have led you to pursue a doctoral degree and this research interest specifically.
 - C) Describe your long-term career aspirations and how our EdD program will help you achieve these goals.
- Three (3) letters of recommendation

Preferred qualifications are a master’s degree and at least two years of experience in related professions, curriculum design, or instructing learners at any level. Not everyone who meets minimal and preferred qualifications will be admitted to the program.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

- 1. Students will take a minimum of 33 credit hours in departmental coursework as follows, as approved by advisor:
 - a. 18 credit hours of departmental doctoral core classes (e.g., CIE 610, CIE 621, CIE 630, CIE 645, CIE 670, CIE 693, CEE 690, CSE 690)
 - b. 15 credit hours of other coursework related to the student’s professional area of interest (e.g., CIE 605, CIE 606, CIE 609, CIE 656, CIE 686, CRD 690, CEE 616, CSE 663)
- 2. Students will take 6 credit hours of humanistic/behavioral support coursework from a wide range of applicable coursework within the College of Education and the university (e.g., courses beginning with AEL, BEP, or BEF), as approved by advisor.
- 3. Students will take a minimum of 9 credit hours in educational research (e.g., BER 631, BER 632, BER 633, BER 640), as approved by advisor.
- 4. Students will take a minimum of 12 hours of dissertation research. Dissertation hours can exceed 12 hours as some students carry out research investigations that may take more time to complete than do others.

Total coursework will be 48 hours plus a minimum of 12 hours additional dissertation credit equaling a minimum of 60 hours.

Current Departmental Doctoral Core Coursework		Hours
Doctoral Core (required 18 hours minimum, as approved by advisor; specific courses offered are subject to change)		18
CIE 610	Effective Teaching	
CIE 621	Writing Academic Pub	
CIE 630	Curric Classroom Teacher	
CIE 645	Prof Cont: Tchng & Lrning Com	
CIE 670	Critical Inquiry Curric Pedago	
CIE 693	Workshop	
CEE 690 or	Advanced Seminar	
CSE 690	Advanced Seminar	

Total Hours 18

Code and Title	Hours
Required 15 hours minimum related to the student’s primary professional area of interest, as approved by advisor	15

This coursework is available in the department from a wide selection of specialized coursework (see some departmental examples below) but students may also take related disciplinary coursework in other departments across the university such as history, chemistry, communications, or Spanish, with advisor approval.

CIE 605	Tch Prac Across World
CIE 606	New Literacies
CIE 609	Discourse & Pedagogy
CIE 656	Sem For Language Educatn Resear
CIE 686	Research on Science Teaching

CRD 690	Advanced Seminar Crd
CEE 616	Adv Soc Studies Elem Sch
CSE 663	Sec School English

Total Hours 15

Research Coursework	Hours
Required 9 hours (as approved by advisor)	9

BER 631	Inqry As Interp: Qual I
BER 632	Reflect Resist: Qual II
BER 633	Ethics & Aesthc:Qual III
BER 640	Adv Statistical Methods in Ed
CIE 620	Design Res Classrm Teach

Total Hours 9

Behavioral/Humanistic Coursework	Hours
Required 6 hours minimum of humanistic/behavioral coursework	6

Examples include:

BEP 641	Learning and Cognition
BEP 600	Contemp Educ Psych Prob
BEP 601	Family, Sch., Community Relat.
BEF 641	Studies Social Foundatn Eductn
BEF 640	Studies History Of Education
BEF 642	Studies Philosophy Education

Total Hours 6

Dissertation Hours	Hours
Required 12 hours	12

CEE 699, CSE 699, or MUE 699

Total Hours 12

Transfer Credit

At the discretion of the Major Professor, it may be possible to transfer up to 24 credit hours from a relevant master’s or Ed.S. degree program.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study

Graduate School information on the Doctoral Plan of Study c (p. 21)an be found here (p. 21).

Comprehensive Exams

The Ed.D. program will require a comprehensive examination when coursework is within 6-9 hours or less of completion. Students must be registered for at least one hour in order to take comprehensive examinations per Graduate School policy.

The comprehensive examination will be developed and scored by the doctoral program committee, which includes the Major Professor. If a student fails the comprehensive examination, they must wait until the next semester before taking it again. A student may only retake their comprehensive examinations once. If a student fails the comprehensive examination twice, they will be terminated from the program.

The goals of the comprehensive examination are (a) to give students an opportunity to reflect on and integrate the knowledge and skills they have developed in their doctoral studies, and (b) to give faculty members the opportunity to evaluate whether students show sufficient breadth and depth of knowledge and skills in their particular fields.

More details about the comprehensive examination format and content are available from the Ed.D. Program Coordinator.

Graduate School information on Comprehensive Exams (p. 21).

Admission to Candidacy Requirements

Upon successful completion of the comprehensive examination, and completion of coursework, the student will be admitted to candidacy and can begin taking dissertation hours in the following semester.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

Once admitted to candidacy, the student will complete and defend a dissertation proposal and then complete the dissertation research proposed under the supervision of the Major Advisor and dissertation committee. Upon completion of the dissertation research, which includes the submission of a draft of the written dissertation to the doctoral dissertation committee, the student must successfully defend the work via an oral presentation to the committee, which is also open to the public. A successful defense may still entail some revision to the written dissertation.

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

Funding for Students with a Professional Area of Interest in Music Education

Acquisition of Financial Support

Students in good standing in the Music Education Graduate Program may be supported by a graduate teaching assistantship (GTA) funded by the Department or School of Music at the .25 or .5 level. Both assistantship levels provide a stipend and benefits along with paid (partial or full) tuition and fees. Students awarded assistantships receive financial

support through the first two years in the program for traditional master's degree students and the first three years for doctoral and EdS students who meet performance expectations and who do not meet any **Conditions for Termination of Financial Support** (see below).

Students will be informed of impending financial support termination at least one semester prior to the support termination date, except in special cases noted under **Conditions for Termination of Financial Support**. Doctoral students in good standing may petition the Music Education Department Chair for continued GTA support beyond the third year on a semesterly basis. Petitions for continuing support must be submitted at least three months prior to the start of the final semester of guaranteed support.

Performance Expectations for Continuing Financial Support

To remain eligible for financial support, students must:

- Maintain good academic standing in the Music Education MA, EdS, EdD or PhD program.
- Adhere to all university, college, and department policies, including those related to ethical conduct and professional behavior.
- Complete all mandatory annual training and abide by all policies held by The University of Alabama, the College of Education, the Department of Music Education, and the School of Music.
- Perform all duties assigned as a graduate teaching assistant in a timely and professional manner, as defined by the Music Education Department Chair.
- For doctoral students, engage in research under the direction of a department-approved advisor beginning in the first semester of the third year, with continuous progress expected as guided by the advisor and dissertation committee.

Conditions for Termination of Financial Support

Students may face termination of financial support under the following conditions, pending administrative review by the Department. Depending on the severity of the infraction, the Department Chair —along with input from the Graduate Committee—may recommend *immediate termination*, *termination at the end of the current semester*, or *termination at the end of the following semester*.

1. **Dereliction of Duty** – Includes, but is not limited to:
 - Failure to comply with all university conduct policies.
 - Unexcused absences from assigned responsibilities.
 - Failure to satisfactorily complete GTA responsibilities as defined by the Music Education Department Chair.
2. **Academic Misconduct** – A resolved finding of academic misconduct may result in loss of financial support, with penalties determined in consultation with the Graduate School and/or College of Education and/or School of Music.
3. **Failure to Secure a Dissertation Advisor** – Students must secure a department-approved dissertation advisor at the beginning of the first semester of their third year in the program. Students who fail to do so may lose financial support, at the discretion of department.
4. **Loss of Good Academic Standing** – Students placed on academic probation have one semester to return to good standing. Financial support will be terminated if good standing is not restored. Additionally, students who receive more than two grades of 'C' or at least one grade of 'D' or 'F' will undergo a faculty review, which may result in termination of financial support or dismissal from the program.
5. **Failure to Complete Annual Self Reviews** – Doctoral students must complete all required annual progress reviews in a timely manner.

Failure to meet deadlines may result in probation and, if unresolved, termination of financial support.

6. **Insufficient Research Progress** – A student’s dissertation committee evaluates research progress annually. If the committee determines that progress is inadequate, the student will have one probationary semester (fall, spring, or summer) to address deficiencies while maintaining financial support. Failure to meet expectations by the end of the probationary semester will result in immediate termination of financial support.

Curriculum and Instruction, Ph.D.

The PhD program in the Department of Curriculum & Instruction was designed to develop the epistemological, ontological, axiological, and methodological expertise required of burgeoning scholars to independently conduct educational research related to teaching, learning, and curriculum in a wide range of settings.

Please contact Dr. Karen Spector (kspector@ua.edu), Director of Curriculum & Instruction Ph.D. Programs, with all questions (except those related to the Music Education focal area). All questions related to the Music Education focal area should be directed to the Graduate Coordinator and Chair of Music Education, Dr. Carl Hancock (chancock@ua.edu).

Admissions

The Ph.D. program accepts applications for fall semester entry *only*. In the fall, admitted students will begin a 4-course sequenced core curriculum with their cohort.

Application Deadline

Priority application deadline for Fall 2026 entry: November 7, 2025. Applicants who submit their materials by this deadline will receive priority consideration for graduate assistantships and other forms of funding. Submission by the priority deadline enables us to inform the most qualified applicants of our decision to accept them into the program in January 2026, thereby allowing newly admitted PhD students more time to plan for moving to Tuscaloosa, Alabama. This extra time is often needed for international students seeking student visas.

Regular application deadline for Fall 2026 entry: January 6, 2026.

Regardless of which application deadline you choose, all applicants will receive an admission decision with funding offers, if applicable, before or by March 1, 2026.

Music Education students should contact the Music Education Graduate Coordinator for deadline information.

Application Requirements

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- 1. **Curriculum Vitae (CV)/Resume**
- 2. **Statement of Purpose** with the following parts:
 - A) Describe the specific focused area within our program that aligns with your research interests.
 - B) Identify a research question or problem within this area that you're passionate about investigating. Explain its importance and relevance to current issues in the field.
 - C) Briefly outline your academic and professional experiences that have led you to pursue this research interest.

D) Describe your long-term career aspirations and how our PhD program will help you achieve these goals. Discuss how you hope your research will contribute to the advancement of knowledge in your chosen area.

Remember, while your research interests may evolve during the program, demonstrating a clear, focused, and well-informed research direction at this stage is crucial for a strong application.

- 3. **Three (3) letters of recommendation**, including at least one from a professor who can write about the applicant’s potential as a scholar.
- 4. **Scholarly Paper**: Submit **one** piece of your academic writing, such as a course paper, thesis, or published article. If the paper has multiple authors, please indicate your approximate percentage of contribution on the title page or in the header of the document.
- 5. **Video Introduction**: Create a video **up to 3 minutes long** answering the following prompts: a) Introduce yourself; b) State which **one** of the nine focal areas you would like to pursue; c) Why do you want to be part of this PhD program?; d) What are your career goals after completing your PhD?; e) Share one thing about yourself that is not covered in your other application materials. The video can be recorded with a cell phone. We would like to be able to see you and hear you, but beyond that, we are evaluating the content of the video and not the production quality.

Preferred qualifications are a master’s degree and at least two years of experience in related professions, curriculum design, or instructing learners at any level, in the U.S. or abroad. Not everyone who meets minimal and preferred qualifications will be admitted to the program. For example, Music Education prefers a minimum of three years of successful contractual teaching as a certified teacher and at least one degree in music education (master’s or bachelor’s).

See the Admission Criteria section of this catalog for more information.

Curriculum Requirements

NOTE: No student shall register for classes before meeting with their Major Professor for guidance. Music Education students should meet with the MUE Graduate Program Coordinator.

Code and Title		Hours
Sequenced core doctoral courses in Curriculum and Instruction (minimum of 12 credit hours)		12
CIE 601	Concept Frameworks in C&I Res	
CIE 602	Research in Learning in C&I	
CIE 603	Research on Teaching in C&I	
CIE 604	Critical Research in C&I	
Note: These courses shall not be used to meet Research Methods requirements.		
Focal Area of Study within Curriculum and Instruction		18
Students will choose from 9 focal areas:		
1) Early Elementary and Social Emotional Learning		
2) Elementary Education		
3) Literacies and Languages (prek-16 and adult)		
4) Social Studies Education (prek-16 and adult)		
5) Mathematics Education (prek-16 and adult)		
6) Science Education (prek-16 and adult)		
7) STEM Education (prek-16 and adult)		
8) Transformative Education (prek-16 and adult)		
9) Music Education		

Research Methods	12
(e.g., courses with BER prefix as approved by your Major Professor or MUE Graduate Coordinator for music education students)	
Foundations of Education	6
(e.g., courses with AEL, BEF, and BEP prefixes, as approved by your Major Professor or MUE Graduate Coordinator for music education students)	
Dissertation Hours	18
CEE 699, CIE 699, CSE 699, or MUE 699 for Music Education students	
Total Hours	66

Transfer Credit

At the discretion of the Major Professor or MUE Graduate Coordinator, it may be possible to transfer up to 24 credit hours from a relevant master's or EdS program.

Graduate School information on Transfer Credit (p. 15).

Doctoral Plan of Study

Within 20 hours or less, students will submit a Plan of Study, which will be agreed upon with a program of study committee (and, for those with a focal area of study in Music Education, based on results of the MUE Diagnostic Exam*).

The Plan of Study committee includes the Major Professor and a minimum of four additional faculty, one of whom must be external to the department and at least three of whom must hold faculty lines within Curriculum & Instruction. At least three of the committee members must have Full Graduate Faculty status. For music education students, the committee includes all MUE graduate faculty with the Graduate Coordinator serving as chair.

**For those with a focused area of study in Music Education, the MUE Diagnostic Examination will be taken no later than the second semester in residence. The student must register for MUE 631 Doctor of Philosophy Diagnostic/Admission Exam, a zero credit-hour course, to show successful completion of the examination.*

Yearly Plan and Review

Each year PhD students will participate in a Yearly Plan and Review (YP&R), except for Year 1, for which students shall complete only the Yearly Plan. The YP&R is due at the beginning of each academic year to create a plan for the new year and to review the prior year.

Graduate School information on the Doctoral Plan of Study c (p. 21) can be found here (p. 21).

Comprehensive Exam

The goals of the comprehensive examination are (a) to give students an opportunity to reflect on and integrate the knowledge and skills they have developed in their doctoral studies, and (b) to give faculty members the opportunity to evaluate whether students show sufficient breadth and depth of knowledge and skills in their particular fields.

Students are eligible to take the examination when they have 6-9 credit hours of coursework remaining in their program. There are now three options (A-C) for comprehensive exams, as noted below.

Option A: Traditional Comps

The student's program of study must be on file in the program office, and a Doctoral Committee Advisory form must be completed and on file

in the program office. It is the student's responsibility to complete the Application for Comprehensive Exams (available from the Curriculum & Instruction Department office—Atherine Lucy Hall 204). The student must submit the request to take the comprehensive examination at least 3 weeks in advance of the time in which the exam will be taken. This request form must be signed by the program planning committee chair.

Option A Procedures

Students will be provided with three (3) questions relative to their expertise and research interests that are to be completed independently. The Plan of Study Committee Chair contacts the program committee members who will write questions for the examination. The date will be determined by the student in conjunction with the Chair of the student's Doctoral Program Advisory Committee. The questions will be delivered electronically to the student with receipt required by the C&I program assistant. The completed exam must be returned electronically to the C&I program assistant within 10 calendar days.

Each question will include appropriate subsections to ensure that all areas identified are assessed. Faculty members from the student's advisory committee will write the questions and may assist students by clarifying any details about the questions. No additional assistance may be obtained from the faculty members or any other individuals. Students are required to give numerous and appropriate references to the sources they use and to include a reference section in their examinations. Plagiarism on the exam will be considered academic misconduct, resulting in automatic failure of the examination and possible termination from the program. Students who are unclear on what constitutes plagiarism or the improper paraphrasing of others' work are advised to ask for guidelines from department faculty members. Students wishing additional clarification on a question can approach the faculty member who wrote the question.

The electronically submitted responses for each question should be comprehensive. Each response should be approximately 20 double-spaced pages with one-inch margins. The written comprehensive exam is considered *passed* when all questions are passed. (2 of 3 assessors must pass the student on each question.) The committee has the option of requiring an oral defense of the comprehensive exam, in which case a student passes the exam only when they pass both the written and oral portions. The Option A comprehensive exam will be assessed using rubrics available on the C&I PhD website.

Students are allowed two attempts to pass comprehensive exams, as stated in The University of Alabama Graduate Catalog.

1. If a student fails the first attempt at comprehensive exams, a remediation plan will be established with the student and Program of Study chair. Additional faculty members may be included in the remediation plan as deemed appropriate by the Program of Study chair. The remediation plan will be submitted in writing to the department chair for approval.
2. Students are not allowed to attempt the comprehensive exams twice within the same semester.
3. Upon successful completion of remediation, as determined by the Program of Study chair, the student will be allowed a second attempt to pass comprehensive exams.
 - Questions for the second attempt at comprehensive exams are to be written by the same faculty members who wrote questions for the first attempt, if possible. Program of Study faculty members may use the same questions for both attempts, as deemed appropriate by the Program of Study Chair.

- Faculty members who grade responses from the first attempt at comprehensive exams are to grade the responses from second attempt, when appropriate and/or feasible.

A student who fails the second attempt at comprehensive exams, Option A, will be dismissed from the degree program and from the Graduate School (Graduate Catalog Policies 4.11.1, 4.11.2, 4.11.3)

Option B: Publishable Paper

Overview

The outcome of this option will be one high-quality research manuscript written by the student and evaluated by committee members. The manuscript does not have to be accepted for publication to be deemed acceptable by committee members. IRB approval for research involving human subjects is required.

Committee Structure

The student's Major Professor (hereafter *chair*) and two other Plan of Study Committee Members will comprise the Option B Comps committee. This committee will review the concept paper and final manuscript. The three committee members will be referred to as *the committee* throughout the remainder of this document.

The recommended steps in the process are outlined below.

Concept Paper Packet

Students will complete a Concept Paper Packet describing the proposed study as early as possible in their program. For full-time students this packet would typically be completed in the second semester of the first year or first semester of the second year, or the summer between these two semesters (see suggested timeline below).

The Concept Paper Packet will include:

1. A Cover Sheet that declares this option as the student's requested choice.
2. An identified chair, with their signature on the cover sheet;
3. A 5-10 page literature review (reviewing substantive, peer-reviewed literature including landmark research; may be a systematic literature review or other approved option);
4. A specific research question or hypothesis that follows from the literature reviewed;
5. An identified dataset or original data collection plan that will be utilized for analyses to answer the research question;
6. A brief description of the dataset's sampling approach, data collection procedures, dates of data collection, primary variables, etc.;
7. A data analysis plan with sufficient level of detail for the committee to give input;
8. A list of at least 3 target journals that will be potentially used for the submission, including their impact factor and author guidelines;
9. Status of an IRB protocol approving the use of human subjects.

The chair will actively advise the student choosing this option. Early steps may include providing materials such as sample IRB protocols, journal articles, journal requirements, sample journal feedback, journal review criteria, and other materials deemed appropriate by the chair.

The chair will work closely with the student on all aspects of Option B. As one of the first steps, the chair will work with the student to develop the concept paper which describes the research idea and plan in enough detail for the additional two committee members to provide meaningful input.

Once the chair approves the concept paper packet (outlined above), they will pass on the packet to the committee for input and approval. The Committee Review Form will be used by the committee to provide feedback to the student, via the chair. Once all approvals are obtained, the student may proceed with the research.

The committee will give feedback to the student (via the chair) regarding the concept and approach, and the chair will take primary responsibility to work with the student to incorporate any needed changes.

Suggested Timeline

The following are general guidelines and a timeline based on three years of full-time coursework, but the student and chair should discuss a realistic and specific timeline.

Fall, 1st Year: Students will be introduced to the Research Publication Option in the student orientation and in the first course in the sequenced curriculum.

Spring, 1st Year: Students will take the second course in sequenced curriculum and work with the chair in developing a concept paper.

Summer After 1st Year: Students will begin working closely with the chair and put together their Concept Paper Packet. Once the chair is satisfied with the Concept Paper Packet, they will submit the packet to the committee.

Fall, 2nd Year: Students will enroll in the third course in sequenced curriculum and will use this semester to conduct their research, analyze data, and begin writing.

Spring, 2nd Year: Complete a full draft of the manuscript. The chair will review the manuscript and approve/disapprove it. If it is deemed insufficiently developed, the student will continue working on the draft until sufficient progress is made. Once it is approved by the chair, the paper will be submitted to the committee who will have **at least two weeks** to review the manuscript, make suggestions, and approve/disapprove it.

Committee Review of Submitted Publishable Paper

Once the Publishable Paper is approved by the chair, it will be submitted to the committee who will have **at least two weeks** to review the submission, make suggestions, and approve/disapprove it.

Links to the comprehensive exam rubrics can be found on the C&I PhD website page.

Should revisions be necessary before approval, the student will have 30 days to make revisions and resubmit the manuscript to the chair or to the committee, depending upon initial outcome.

A student must receive a rating of "acceptable as is" by at least 2 of 3 committee members to pass this option and move on to an oral defense. Once the written portion is passed, the oral defense will be scheduled. The oral defense will be a 20-minute conference style presentation followed by committee questions. Students must pass both the written and oral portions to pass, if the oral portion is required.

A student may change to the Traditional Comprehensive Exam (Option A) at any time, even after submitting the second draft of the Research Publication Option.

After Approval of the Publishable Paper

To be advanced to candidacy, the student must pass one of the comprehensive exam options and complete all but 6 credit hours of coursework.

Authorship

The student is expected to produce the Publishable Paper with input and direction from faculty, but **without** co-authoring. If the paper is subsequently submitted for publication, the student will be first author. The committee and potentially others (other graduate students, other faculty, and so forth), *may* be co-authors of the paper when it is submitted for publication, depending upon the amount of input each gives to the final submission. An authorship agreement should be created by the student and signed by all authors in advance of authorship collaboration.

There is no limitation on a student authoring or co-authoring other papers before, during, or after participating in the Publishable Paper Option for comprehensive exams.

Option C: Creative and Scholarly Activity Projects (Music Education students only)

Overview

This option is an alternative specifically for Music Education students. Minimally, the goal of this option are three (3) music education projects. The projects may comprise work completed in MUE/MUA/MUS graduate courses and may be completed as a combination with or in addition to such courses according to the following stipulations. The projects will be approved by the graduate program coordinator; be deemed by the advisory committee to be exemplary of sufficient quality, substance, and breadth for presentation/publication/performance in a professional forum; and afford the doctoral student an opportunity to develop potential foci for future work of a scholarly, curricular, or creative nature. Documentation for such projects will be decided in advance and must be approved by a majority of the committee. An oral presentation will be given as a 60-minute presentation with committee questions. Students must receive a rating of “acceptable as is” by at least a majority of committee members in order to pass this option.

Committee Structure

The Graduate Program Coordinator and all members of the music education graduate faculty will comprise the committee. This committee will review the three projects and attend the oral presentation of these by the student. A majority of committee members must deem the three projects of sufficient merit to qualify the candidate for candidacy.

Graduate School information on Comprehensive Exams (p. 21).

Admission to Candidacy

Upon successful completion of the comprehensive examination, the student will be admitted to candidacy and can begin taking dissertation hours in the semester following completion of comps Option A, B, or C. Students may sit for the comprehensive examination in their final semester of coursework.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Doctoral Research Hours Requirement

Graduate School information on Continuous Doctoral Research Hours Requirement (p. 21).

Dissertation Requirements

Dissertation Research, Writing, and Defense

The student will identify the doctoral dissertation committee membership, which will follow the same guidelines as did the Plan of Study committee formation. The student will develop the dissertation proposal with input from the committee, present it in writing and orally to

the committee for approval, and revise as needed until it is acceptable to the committee.

Once admitted to candidacy, the student will complete and defend the dissertation proposal and the proposed dissertation research under the supervision of their Major Advisor and dissertation committee. Upon completion of the dissertation research, the student will work with their Major Professor in drafting/revising all chapters. When the Major Professor deems the research ready to move forward, the student will schedule a dissertation defense date and share the dissertation with the committee, typically 2 weeks before the scheduled defense date. The student must successfully defend the work via an oral presentation to the committee, which is also open to the public, and therefore must be advertised via the Slate portal. A successful defense may still entail some revision to the written dissertation.

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Academic Misconduct

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

Acquisition of Financial Support:

There are a limited number of Curriculum & Instruction (C&I) PhD program Graduate Assistantships (GAs) funded by the Department. In addition, there are a limited number of highly competitive Graduate School Fellowships available. Furthermore, individual faculty members with grants may choose to use their grant money to support a PhD student they select for admission into the program, but in this case, continued GA funding is dependent upon the faculty member’s continuing external grant support.

All GAs earn a monthly stipend, health benefits, and paid tuition and fees. Once granted, financial support is generally guaranteed through the first five years in the program for all C&I program PhD students who meet performance expectations and who do not meet any Conditions for Termination of Financial Support (see below). Students will be informed of impending financial support termination at least one semester prior to the support termination date except in the special cases noted under Conditions for Termination of Financial Support. Students in good standing may petition the Director of the C&I PhD Program for continuing GA support beyond the fifth year on a semesterly basis. Petitions for continuing support must be submitted to the Director of the C&I PhD

Program at least three months prior to the start of the final semester of guaranteed support. Students in good standing with GA support beyond the fifth year may continue at their advisor's discretion until GA support is either exhausted or terminated by their advisor.

Fellowship Nominations:

Eligible students who excel in the program may be nominated by the Department for UA fellowships. Nominees are selected by departmental faculty vote based upon prospective nominee research productivity, academic performance, and contributions to the Department. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits at least commensurate with those provided through departmental GA support.

Performance Expectations for Continuing Financial Support:

The student must be in good academic standing in the C&I PhD program. The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support. The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama and The College of Education. Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.

Students who meet one or more of the following criteria will be subject to termination of financial support pending C&I Department administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Department Chair and PhD Program Director—with input from the PhD Committee—will recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

Dereliction of duty. Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee (for teaching assistants) or the research advisor (for research assistants); or failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee (for teaching assistants) or by the research advisor (for research assistants) and the student's departmental memorandum of appointment.

Resolved finding of Academic Misconduct. Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Education.

Loss of good academic standing. Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing—with the non-passing grade exception noted below. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the C&I PhD Committee. This review will determine whether the student should continue to receive financial support and/or be dismissed from the program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered prior to the end of the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.

Delinquent Yearly Plan & Review. Students who neglect to complete the required Yearly Plan & Review by the deadline (September of each year) may lose funding, as determined by the C&I PhD Committee.

Insufficient continuous research progress. The dissertation committee determines by majority vote if a student is making adequate research progress commensurate with their time in the program during required annual reviews. If the committee determines the student is not making adequate research progress, the student will be granted one probationary semester (i.e., academic semester or full summer term) with financial support to remedy productivity deficiencies, as assessed by the dissertation committee. Failure to meet minimum research expectations by the end of the probationary semester will result in immediate termination of financial support.

Funding for Students with a Focal Area of Study of Music Education

Acquisition of Financial Support

Students in good standing in the Music Education Graduate Program may be supported by a graduate teaching assistantship (GTA) funded by the Department or School of Music at the .25 or .5 level. Both assistantship levels provide a stipend and benefits along with paid (partial or full) tuition and fees. Students awarded assistantships receive financial support through the first two years in the program for traditional master's degree students and the first three years for doctoral and EdS students who meet performance expectations and who do not meet any **Conditions for Termination of Financial Support** (see below).

Students will be informed of impending financial support termination at least one semester prior to the support termination date, except in special cases noted under **Conditions for Termination of Financial Support**. Doctoral students in good standing may petition the Music Education Department Chair for continued GTA support beyond the third year on a semesterly basis. Petitions for continuing support must be submitted at least three months prior to the start of the final semester of guaranteed support.

Performance Expectations for Continuing Financial Support

To remain eligible for financial support, students must:

- Maintain good academic standing in the Music Education MA, EdS, EdD or PhD program.
- Adhere to all university, college, and department policies, including those related to ethical conduct and professional behavior.
- Complete all mandatory annual training and abide by all policies held by The University of Alabama, the College of Education, the Department of Music Education, and the School of Music.
- Perform all duties assigned as a graduate teaching assistant in a timely and professional manner, as defined by the Music Education Department Chair.
- For doctoral students, engage in research under the direction of a department-approved advisor beginning in the first semester of the third year, with continuous progress expected as guided by the advisor and dissertation committee.

Conditions for Termination of Financial Support

Students may face termination of financial support under the following conditions, pending administrative review by the Department. Depending on the severity of the infraction, the Department Chair—along with input from the Graduate Committee—may recommend *immediate termination*, *termination at the end of the current semester*, or *termination at the end of the following semester*.

1. **Dereliction of Duty** – Includes, but is not limited to:
 - Failure to comply with all university conduct policies.
 - Unexcused absences from assigned responsibilities.
 - Failure to satisfactorily complete GTA responsibilities as defined by the Music Education Department Chair.
2. **Academic Misconduct** – A resolved finding of academic misconduct may result in loss of financial support, with penalties determined in consultation with the Graduate School and/or College of Education and/or School of Music.
3. **Failure to Secure a Dissertation Advisor** – Students must secure a department-approved dissertation advisor at the beginning the first semester of their third year in the program. Students who fail to do so may lose financial support, at the discretion of department.
4. **Loss of Good Academic Standing** – Students placed on academic probation have one semester to return to good standing. Financial support will be terminated if good standing is not restored. Additionally, students who receive more than two grades of 'C' or at least one grade of 'D' or 'F' will undergo a faculty review, which may result in termination of financial support or dismissal from the program.
5. **Failure to Complete Annual Self Reviews** – Doctoral students must complete all required annual progress reviews in a timely manner. Failure to meet deadlines may result in probation and, if unresolved, termination of financial support.
6. **Insufficient Research Progress** – A student's dissertation committee evaluates research progress annually. If the committee determines that progress is inadequate, the student will have one probationary semester (fall, spring, or summer) to address deficiencies while maintaining financial support. Failure to meet expectations by the end of the probationary semester will result in immediate termination of financial support.

Graduate School information on Financial Assistance (p. 254).

Elementary Education, Ed.S.

The Educational Specialist program in Elementary Education leads to Class AA Elementary certification.

The Graduate Catalog is published annually. State-approved program checklists may be updated more frequently and are thus likely to provide the most up-to-date information about requirements. Students should consult their advisors each semester before registering.

Admissions

The Ed.S. program accepts applications on a rolling basis.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- a master's degree from an accredited institution
- a valid master's level professional educator certificate in Elementary Education. An applicant who holds both Class B Elementary certification AND Class A Reading is also eligible.
- a GPA of 3.0 or higher in a completed graduate degree program
- three letters of recommendation (an applicant to a College of Education program that leads to professional certification must submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant's academic and professional capabilities.)

Applicants must also meet the requirement for fingerprinting/background clearance. (p. 525)

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

This course listing applies to those who begin this program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. A minimum of 30 hrs of appropriate work beyond the MA degree and the completion and passing of an electronic portfolio as a final comprehensive assessment are required for the educational specialist degree. Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C.

Code and Title		Hours
Teaching Field:		
CIE 625	Res Sem Science Curriculum	3
CIE 626	Res Sem Social Studies Curricl	3
CIE 680	Sem In Math Educ Research	3
CRD 690	Advanced Seminar Crd	3
Educational Research: ^{1, 2}		
(Choose ONE from the following.)		3
BER 540 or Statistical Methods In Educ		
BER 600 Survey of Educational Research		
or		
BER 603 Survey Research In Educ		
or		
BER 631 Inqry As Interp: Qual I		
or another BER course (advisor-approved)		
BER 550 is also required, in addition to another Educ Research choice, IF an evaluation of teaching and learning course was not part of the undergraduate program or another graduate program.		0-3
Additional Research course:		3
CIE 620	Design Res Classrm Teach	
or additional research course approved by advisor		
Foundations of Professional Studies:		3
Choose one of the following ALSDE approved courses. Additional options may be available; please contact advisor for additional approved courses.		

BEF 503 or History Of Amer Educn
 BEF 507 Sociology Of Education
 or
 BEF 510 Phil Hist Socl Founds Ed
 or
 BEF 534 Multicultural Education
 or
 BEF 575 Found Educn Through Film
 or
 BEF 585 Language Politics & Education
 or
 BEF 607 Readings In Soc Of Ed
 or
 BEF 650 Theories of Race and Education
 or

BEF 667 Multicult Soc Ed Leadershp
or
BEF 681 Ethics And Education
or
BCE 611 Multicult. Approach Counseling
or
BCE 621 Adv Multicultural Counseling

Action Research (These courses are offered as the last courses in the program.):

CEE 687	Topical Research Review	3
CEE 697	Specialist Degree Res (or advisor approved elective)	3

Additional Requirement(s)/Elective:

Advisor-approved elective	3
SPE 500 is only required if a special education survey course was not part of the undergraduate program or another graduate program.	0-3

Total Hours **30-36**

¹BER 500 Intro Educatn Research or the equivalent is required before beginning the research courses.

²The research courses must be taken before CEE 687 Topical Research Review.

Transfer Credit

A maximum of six hours of approved transfer credit may be applied toward the degree. Credits over 6 years old may not be used for degree purposes, and credits used for the previous Class A support certificate may not be used for this program.

Graduate School information on Transfer Credit (p. 18).

Comprehensive Exam

In lieu of a comprehensive exam, EdS candidates are assessed against the completion of a professional portfolio. Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C, to qualify to submit their final checkpoint #3 for graduation in their final semester. The electronic portfolio is assessed for required components using the Electronic Portfolio Rubric and Dispositions Rubric at three checkpoints by students' advisors. Passing at the target level at Checkpoint #3 is required for graduation. Students are required to complete an application for comprehensive exams the semester of graduation with advisor approval.

Graduate School information on Comprehensive Exams (p. 18).

Fieldwork/Practicum/Internship Requirements

Clinical Placements

All Class AA programs require extensive field experiences in diverse settings. The majority of field experiences must occur in P-12 schools, and at least half of these shall be in the candidate's teaching field. All clinical placements in the College of Education relating to educator preparation are coordinated through the Office of Clinical Experiences.

Students enrolled in College of Education courses that require a clinical placement should obtain professional liability insurance. Professional liability insurance may be purchased through an independent insurer

or is available to students who are members of the Student Alabama Education Association (SAEA).

30 advanced clinical hours are required in an elementary school placement which is most often the classroom in which the graduate student is employed teaching elementary students. This placement is attached to the required course, CEE 687 Topical Research Review, on the required program of study course checklist. In this experience students will demonstrate, analyze, and assess how they make an impact on P-12 student learning. In this experience, candidates should apply coursework in the classroom/school settings, analyze student learning, and reflect on their practice in the context of theories on teaching and learning. Specifically, candidates should:

- Research, design, and implement an assessment of the P-12 students' knowledge and capabilities based on appropriate research-based practices in the certification/disciplinary area *Application of data literacy (CAEP Standard A.1.1)*;
- Research, implement, and evaluate appropriate research-based disciplinary and technology practices to advance P-12 student learning that addresses the differing background knowledge and learning needs of all students *Supporting appropriate applications of technology for their field of specialization (CAEP Standard A.1.1)*;
- Conduct an assessment and that measures student success *Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies specialization (CAEP Standard A.1.1)*;
- Reflect on instructional changes appropriate to the certification/disciplinary area that should be implemented in the future based on the assessment results *Employment of data analysis and evidence to develop supportive school environment; specialization (CAEP Standard A.1.1)*;
Application of professional dispositions, laws, and policies, codes of ethics and professional standards appropriate to their field of specialization (CAEP Standard A.1.1);
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents (CAEP Standard A.1.1).

The Office of Clinical Experiences requires documentation of the 30 hours in the student documentation online portal with approval of the minimum of 30 hours from the student's supervisor (cooperating teacher/administrator). Students are expected to complete a project in relation to the above standards connected to the 30 hours of placement. Students are required to complete that project focused on Student Learning Outcomes. The Action Research Prospectus project in CEE 687 Topical Research Review serves as this key assessment and passing that project at the Developing Level or higher on the College-wide Rubric is necessary for a passing grade in the course and for graduation with the AA certificate. Students cannot pass the course without scoring at the developing level or higher on the College-wide Advanced Clinical Rubric.

Plan II - Non-Thesis Process Requirements

All EdS students are Plan II and are required to complete an action research project in the last two semesters of their coursework with support in classes CEE 687 Topical Research Review (Fall) and CEE 697 Specialist Degree Res (Spring).

In CEE 687, students complete the planning of an action research project through required course assignments resulting in an Action Research Prospectus. Students are required to pass the course with a B or higher to move forward to CEE 697.

In CEE 697, students are required to conduct action research following their prospectus and finish the Action Research Project, completing the course with a formal written document combining the planning from the Action Research Prospectus and the full written description of the action research as carried out and with results and discussion. The Action Research Assignment must be submitted as an artifact for Checkpoint #3 in the requisite electronic portfolio required for graduation. Students must pass their Action Research Project and score at the Developing level or higher on portfolio rubrics to be approved for graduation.

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 18).

Student Progress Requirements

As required for certification at the AA level, EdS Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a "C."

Additionally, students are monitored for progress at Checkpoints #1, #2, and #3 based on the requisite assessment(s) identified for each checkpoint. Passing at the Developing Level on the Assessment Rubric(s) for the identified assessment(s) for that checkpoint is required for moving forward in the program at Checkpoints #1 and #2 and for graduation at Checkpoint #3.

Students who cannot meet the following requirements could be dismissed for lack of satisfactory progress:

- maintain the required 3.5 required graduate GPA, and/or
- pass all courses with allowance of one retake with a level of B or higher and/or
- complete the 30 hours of advanced clinical practicum with supervisor approval and/or
- pass their Action Research Prospectus Advanced Clinical Placement Assignment at a level of B or higher and/or
- pass their Advanced Clinical Placement Collegewide Rubric at a developing level or higher and/or
- complete their Action Research Project at a level of B or higher and/or
- complete their requisite assessment(s) at Checkpoints #1, #2, and #3 at the developing level or higher

Additional Academic Requirements

Electronic Learning Management System Requirement

A designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Students who have been inactive in their progress toward degree requirements for more than an academic year must submit the following items to gain readmittance to the graduate program:

- a written request to reenter the program
- an explanation (if possible) of why the student left
- a plan for success if allowed to reenter

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

As required for certification at the AA level, EdS Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a "C." Credits over 6 years old may not be used for degree purposes, and credits used for the previous Class A support certificate may not be used for this program.

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 18).

Certification

The Alabama State Department of Education grants Class AA professional educator certification in Elementary (K-6). To be eligible, candidates must hold appropriate, prerequisite Class A certification and must complete all requirements for the EDS degree as described in this catalog, including a comprehensive assessment. According to Alabama regulations, individuals admitted to a Class AA program based on a professional educator certificate from another state must earn the prerequisite Alabama certification before applying for Alabama Class AA (specialist level) certification.

Students must complete the proper application form for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall during the student's last semester. A student who does not apply for professional certification within 60 months after completing the state-approved program will be required to meet the current program.

According to Alabama regulations, individuals admitted to a Class AA program based on a professional educator certificate from another state must earn the prerequisite Alabama certification before applying for Alabama Class AA (specialist level) certification.

Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education. Students planning to teach outside the state of Alabama are responsible for knowledge about professional licensure requirements in those states.

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Department of Education. The state requirements change from time to time and, accordingly, the department's requirements and programs are subject to change.

Elementary Education, MA

Traditional Class A Program

The department offers a traditional Class A program for those with an appropriate prerequisite certification in Elementary Education (or an approved equivalent). This program leads to Alabama Class A certification in Elementary Education (K-6).

Alternative Class A Program (Nontraditional, Initial Teacher Certification)

The department offers an Alternative Class A program that does not require prior certification in a teaching field. This program leads to Alabama Class A certification in Elementary Education (K-6) and Early Childhood (P-3) and is designed to allow individuals with undergraduate degrees in non-teaching fields to enter the field of education.

The Graduate Catalog is published annually. State-approved program checklists may be updated more frequently and are thus likely to provide the most up-to date information about requirements. Students should consult their advisors each semester before registering.

Overseas Program

Through the Office of International Programs, the department offers an Overseas MA program at the Westhill Institute in Mexico City for eligible overseas students only. The Overseas program is a non-certification program, and completion of the program does not lead to professional educator licensure or certification.

Admissions

Admission requirements for the Graduate School (Admission Criteria (p. 10)) and the College of Education (General Admission (p.)) are detailed in this catalog. Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

See the Admission Criteria section of this catalog for more information.

Admission Requirements for Traditional Class A Elementary (K-6) Certification

The traditional Class A certification program accepts applications on a rolling basis.

In addition to meeting admission requirements for the Graduate School and the College of Education, applicants must hold appropriate prerequisite certification in Elementary Education (or an approved equivalent).

Also, applicants to a College of Education program that leads to professional certification must submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant's academic and professional capabilities. (Three recommendations are required.)

Applicants must complete the requirement for fingerprinting/background clearance (p. 525).

Admission Requirements for Alternative Class A Elementary (K-6) certification and Early Childhood (P-3) (Nontraditional, Initial Teacher Certification Program)

Applications are accepted on a rolling basis.

To be considered for admission to the Alternative Class A (non-traditional) program in elementary education, applicants must meet the following requirements:

- Transcript evaluation:** Applicants should contact the Office of Student Services & Certification for a transcript evaluation to determine prerequisite courses. [NOTE: Coursework and/or a degree from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials through a foreign credential evaluation service recognized by the Alabama State Department of Education. Contact the College's Office of Student Services and Certification for more information.]

- Degree requirement:** An appropriate bachelor's degree from a regionally accredited institution with a minimum overall GPA of 2.50 OR a master's degree with a GPA of at least 3.0 is required.
- General Studies and Teaching Field:** For Alternative Class A in Elementary, applicants must have completed 12 credit hours of English Language Arts and earn passing scores on **all** subtests of Praxis 5901--Elementary Education: Three Subject Bundle.
- Three recommendations:** An applicant to a College of Education program that leads to professional certification must submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant's academic and professional capabilities.

Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

Admission Requirements for the Non-Certification Overseas Program for Elementary Education, MA

Applications are accepted on a rolling basis.

The following are required for the Non-Certification Overseas Program for Elementary Education, MA

- An undergraduate grade point average (GPA) of 3.0 on a 4.0 scale, a 3.0 GPA for the last 60 semester hours in a degree program, or a 3.0 or higher GPA in a completed graduate degree program.

Application Requirements:

- Submit a degree-seeking application online at <https://graduate.ua.edu/prospective-students/apply-now/>;
- Submit official, certified transcripts and degree certificates/diplomas in the native language with official, literal, word-for-word English translations directly from the issuing institution to the Graduate School. Documents must bear original signatures and seals of the issuing institution. Notarized documents are not accepted.
- Submit a statement of purpose and three letters of recommendation in the application system.

Curricular Requirements

Curriculum Requirements for Traditional Class A Elementary Education (K-6)

This course listing applies to those who begin this program June 13, 2024, or thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. A minimum of 30 hrs of course credit must be earned, and a comprehensive assessment must be successfully completed. An extensive professional portfolio, to be completed by candidates, will be used as a comprehensive assessment in lieu of a comprehensive exam. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C.

Traditional Class A Elementary Education (K-6)		Hours
Teaching Field		
Select 4 courses from the following after consultation with advisor:		12
CEE 565	Clas & Mod Lit Early Child/Ele	
CEE 517	Lang Arts In Elemy Sch	
CRD 510	Expanding Reading	
CRD 511	Begin Rding Pre-K-Prim Grades	
CEE 580	Concepts of EC/ELE School Math	
CEE 581	Early Child/Elem Math Curr Res	
CEE 515	Science Early Childhood/Elem	

CEE 525	Issues Trends Early Child/Elem	
CEE 516	Social Sci in Early Child/Elem	
CEE 526	Imp Early Child/Elem Soc Stu	

Additional Courses

CEE 532	Early Child/Elem Sch Curric	3
CEE 574	Guid Early Chld/Elem Pupil Lea	3
CAT 531	Computer Based Instruction	3
Advisor-approved BER course		3
Advisor-approved elective		3

BER 550 is also required if an evaluation of teaching and learning course was not part of the undergraduate program or another graduate program. 0-3

Foundations of Professional Studies

Choose ONE of the following ALSDE approved courses or contact advisor for additional approved courses. 3

BEF 503 or	History Of Amer Educn	
BEF 507	Sociology Of Education	
or		
BEF 510	Phil Hist Socl Founds Ed	
or		
BEF 534	Multicultural Education	
or		
BEF 575	Found Educn Through Film	
or		
BEF 585	Language Politics & Education	
or		
BEF 607	Readings In Soc Of Ed	
or		
BEF 650	Theories of Race and Education	
or		
BEF 667	Multicult Soc Ed Leadershp	
or		
BEF 681	Ethics And Education	

Additional Requirements

SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program. 0-3

Total Hours 30-36

Students admitted to the Traditional Class A Elementary program who also hold Alabama Class B Early Childhood (P-3) certification may also earn Class A Early Childhood certification by completing Teaching Field courses that include CRD 511 and 9 hours from CEE 580, CEE 581, CEE 515, CEE 525, CEE 516, CEE 526, and/or CEE 565, in addition to selecting CEE 544 as the advisor-approved elective. Students pursuing both Class A Elementary certification and Class A Early Childhood certification should consult with their advisor for guidance with meeting all requirements.

Curriculum Requirements for Alternative Class A Elementary (K-6) certification and Early Childhood (P-3) (Non-traditional, Initial Teacher Certification Program)

This course listing applies to those who begin this program June 13, 2024, or thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. A minimum of 40 semester hours of specific graduate credit plus some undergraduate prerequisites are required for certification. The program of study must be planned with an advisor. Candidates must present a GPA of at least 3.25 on all

courses in the program, with no grade below a C, and a passing score on a comprehensive assessment is required. The extensive professional portfolio completed by candidates will be used as a comprehensive assessment in lieu of a comprehensive exam.

The Graduate Catalog is published annually. State-approved program checklists may be updated more frequently and are thus likely to provide the most up-to-date information about requirements. Students should consult their advisors each semester before registering.

Alternative Class A Elementary (K-6) certification and Early Childhood (P-3) Hours

Teaching Field

CEE 550	Intro Teach EC/Elem Schl Sci	3
CEE 560	Intro Teach ED/ELE Soc Studies	3
CEE 570	Teach Reading in ELE School	3
CEE 578	Teach Lang Arts Early Chi/Elem	3
CEE 582	Teach Math to EC/ELE Students	3
CEE 595	Practicum in EC/ELE	3
CEE 596	Advanced Practicum	3

Additional Courses:

CRD 369	Fnd of Read Inst for EC/ELE	3
CEE 401	Managing Effective Classrooms	3
CEE 532 or	Early Child/Elem Sch Curric	3
CEE 574	Guid Early Chld/Elem Pupil Lea	
CAT 531	Computer Based Instruction	3

Foundations of Professional Studies 3

Select ONE course from these ALSDE approved courses below or contact advisor for additional approved courses:

BEF 510 or	Phil Hist Socl Founds Ed	
BEF 503	History Of Amer Educn	
or		
BEF 507	Sociology Of Education	
or		
BEF 534	Multicultural Education	
or		
BEF 575	Found Educn Through Film	
or		
BEF 585	Language Politics & Education	
or		
BEF 607	Readings In Soc Of Ed	
or		
BEF 650	Theories of Race and Education	
or		
BEF 667	Multicult Soc Ed Leadershp	
or		
BEF 681	Ethics And Education	

Special Education Coursework

SPE 500 is required if SPE 300 was not completed prior to unconditional admission to this program. 0-3

Internship

CEE 597	Internship in EC/ELE ^{1, 2}	6
EDU 500	Internship Seminar	1

Total Hours 43-46

Footnotes

* ALSDE approved course

¹ The early childhood placement will include at least two of the following age groups: birth-age 3, age 3-5, and age 5-8. The elementary placement(s) will include upper and lower grades unless substantial field experiences are completed at both levels.

² **Passing scores on the appropriate Praxis subject assessments for the teaching field and Foundations of Reading 190 are required for internship.**

Curriculum Requirements for Non-Certification Overseas Program for Elementary Education, MA

This is a non-certification program offered only to overseas students. Completion of this program does not lead to professional educator licensure or certification.

A minimum of 30 hours of course credit must be earned, and a comprehensive assessment must be successfully completed. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C.

Non-Certification Overseas Program for Elementary Education, MA

Group I: Elementary Education Courses

AREA 1. Required Courses. Students select ONE course from the following:

CEE 530 Modern Elementary School Progr

CEE 532 Early Child/Elem Sch Curric

AREA 2. Program Specifics. Students select FIVE courses from the following—OR select three or four courses from Program Specifics plus 6 or 3 hours of graduate credit courses* in the student's subject field.

CEE 515 Science Early Childhood/Elem

CEE 516 Social Sci in Early Child/Elem

CEE 517 Lang Arts In Elemy Sch

CEE 580 Concepts of EC/ELE School Math

CRD 510 Expanding Reading

CIE 577 Second Language Acquisition

AREA 3. Educational Research

BER 500 Intro Educatn Research

Credit Hours Subtotal: 21

Group II: Electives

Students select THREE courses from the list below. Students may also choose courses not taken from the Group I list above or courses specifically approved by the Office of International Programs.

BEF 503 History Of Amer Educn

BER 550 Eval Classroom Learning

CAT 531 Computer Based Instruction

CEE 565 Clas & Mod Lit Early Child/Ele

CEE 594 Problems

CIE 562 Tesol: Basic Methods

CIE 576 Linguistics Classroom Teachers

CRD 511 Begin Rding Pre-K-Prim Grades

SPE 500 Intro Exc Childr/Youth

SPE 591 Adv Academic Methods Elem

Total Hours

30

Footnotes

* *Courses must have a graduate-level equivalent at The University of Alabama, be part of the curriculum in a graduate degree program, and be from a regionally accredited institution. Students must secure permission to enroll in transfer courses prior to enrolling in those courses.*

Transfer Credit

Students may not count more than six hours in certain seminar/workshop/problems courses toward the completion of the degree. A maximum of 12 hours of transfer credit, if approved by the student's advisor, may be applied toward the degree. Transferred courses over six years old from semester of admission may not be used for degree purposes. Students should see their advisors regarding which courses are appropriate for transfer credit.

For the traditional Class A Elementary program, coursework used to meet Class B certification requirements may not be used to meet requirements for Class A certification.

Graduate School information on Transfer Credit (p. 15).

Comprehensive Exam

In lieu of a comprehensive exam, MA, Alt MA and Non-Certification Overseas Program for ELE candidates will be assessed against the completion of a professional portfolio. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C to qualify to submit their final checkpoint #3 for graduation in their final semester. The electronic portfolio is assessed for required components using the Electronic Portfolio Rubric and Dispositions Rubric at three checkpoints by students' advisors. Passing at the developing or above level at Checkpoint #3 is required for graduation. Students are required to complete an application for their comprehensive assessment the semester of graduation with advisor approval.

<https://graduate/about/academic-policies/degree-requirements/#mastersdegreestext> (p. 15)

Fieldwork/Practicum/Internship Requirements

CLINICAL PLACEMENTS

All Class A and Alternative Class A programs require extensive field experiences in diverse settings. The majority of field experiences must occur in P-12 schools, and at least half of the field experiences shall be in the candidate's teaching field. These placements are in the greater Tuscaloosa area (with the exception of distance learning) in order to facilitate supervision of students. For Early Childhood programs, field experiences shall include placements in at least two of the three main types of early education settings: P-3 classrooms, child care centers and homes, and Office of School Readiness programs. On-campus practicum experiences may include the Children's Program, the Rural Infant Stimulation Environment (RISE) Program, and Early Intervention at The University of Alabama (EI@UA). These programs provide opportunities for students to work with infants, toddlers, pre-K children, and their families. With approval, individuals who are employed in positions appropriate to the area of their current program may complete field experiences on the job, but those experiences must be planned with specific purposes and assessment.

All clinical placements in the College of Education relating to educator preparation are coordinated through the Office of Clinical Experiences.

Students enrolled in College of Education courses that require a clinical placement should obtain professional liability insurance. Professional liability insurance may be purchased through an independent insurer or is available to students who are members of the Student Alabama Education Association (SAEA).

Traditional Class A Elementary Education (K-6)

Fifteen (15) advanced clinical placement hours are required in an elementary school placement, which is most often the classroom in which the graduate student is employed teaching elementary students. This placement is attached to the required course, CEE 532 Early Child/Elem Sch Curric, on the required program of study course checklist. In this experience students will demonstrate, analyze, and assess how they make an impact on P-12 student learning. In this experience, candidates should apply coursework in the classroom/school settings, analyze student learning, and reflect on their practice in the context of theories on teaching and learning. Specifically, candidates should demonstrate the impact on student learning that occurs through curricular changes and must address the following components:

- Undertaking a diagnosis of P-6 curriculum in connection with student learning
- Planning an appropriate sequence of instruction to advance P-6 student learning with graduate students and early childhood/elementary students using technology collaboratively and appropriately
- Conducting authentic assessments and documenting what student learning occurred/did not occur from these curricular changes impacting instructional practices
- Reflecting on required curricular components through research-supported arguments and ideas

The Office of Clinical Experiences requires documentation of the 15 hours in the student documentation online portal with approval of the minimum of 15 hours from the student's supervisor (cooperating teacher/administrator). Students are expected to complete a project in relation to the above standards connected to the 15 hours of placement. Students are required to complete that project focused on Student Learning Outcomes. The Technological Curriculum Project in CEE 532 Early Child/Elem Sch Curric serves as this key assessment and passing that project at the Developing Level or higher on the Collegewide Rubric is necessary for a passing grade in the course and for graduation with the A certificate. Students cannot pass the course without scoring at the developing level or higher on the Collegewide Advanced Clinical Rubric

Alternative Class A Elementary (K-6) certification and Early Childhood (P-3) (Non-traditional, Initial Teacher Certification Program)

Alternative Class A students are required to complete the practicum hours associated with the Block 1, Block 2, Block 3, and Block 4 courses: CEE 491, CEE 595, CEE 596, and CEE 597, including the EC pre-internship placement at the beginning of Block 3. CEE 597 serves as the culminating internship in two field placements.

Non-Certification Overseas Program for Elementary Education, MA

OIP students are not required to complete practicum hours as this degree is not associated with certification; however, many course assignments are assigned in connection with experiences of the graduate students when working in the field with elementary ages.

TEACHING INTERNSHIP REQUIREMENTS (Alternative Class A program)

The teaching internship is one of the most important experiences College of Education students have. It is generally regarded as the culminating activity of one's preparation to become a teacher. At The University of Alabama, the internship is a full-semester, full-time assignment and must be taken in residence.

Students must file internship applications with the Office of Clinical Experiences during the semester preceding the semester of the planned internship. The application process begins by attending a mandatory application session. The time, date, and place of the application session are announced at the beginning of each semester.

Students may apply to enroll for an internship if they meet the following criteria:

- The student must have completed all courses in the major or majors, or must secure written permission to enroll for an internship from the appropriate department head.
- The student must have achieved a minimum grade point average of 3.0 overall.
- The student must have achieved a minimum grade point average of 2.75 in each major, both for University of Alabama courses in each major and for combined University of Alabama courses and transfer courses in each major.
- The student must have achieved a minimum grade point average of 2.75 for professional education coursework.
- The student must have completed all methods courses and appropriate professional studies coursework with grades of "C" or better.
- The student must have removed from the transcript any grade of incomplete ("I") recorded in required courses; grades of incomplete are treated as grades of "F"
- The student must have earned passing scores on the appropriate Praxis subject assessments for the teaching field and Foundations of Reading 190 (and other assessments, if applicable).

Alternative master's students are required to register for the number of internship credit hours specified by their program. In some programs, students may be allowed to choose a 6-hour registration or a 9-hour registration; course requirements are the same whether 6 hours or 9 hours are taken. Graduate students whose program requires two internship placements should register for two sections of internship (3 hours per section or 4.5 hours per section). Students enrolled for internship must not expect to be enrolled in other courses while interning.

All internship placements are coordinated by the College of Education Office of Clinical Experiences. Placement sites are selected to ensure the quality of the internship experience and of the supervision provided by the cooperating teacher. All internship placements are in the greater Tuscaloosa area or surrounding counties, within a 50-70 mile radius, in order to facilitate supervision of students by University of Alabama faculty or other designees of the department heads.

With approval, a candidate admitted to an Alternative Class A program who is employed in an Alabama school may complete the internship in the candidate's classroom if the candidate holds a valid Interim Employment Certificate (IEC) for the appropriate teaching field and assignment.

Students may apply for overseas internships if they meet certain criteria and if appropriate placements can be coordinated by the Consortium for Overseas Student Teaching (COST) and/or The University of Alabama. Applications for overseas internships are taken during January for

placements for the next fall semester, and in May for placements the succeeding spring semester. Contact the Office of Clinical Experiences for additional information.

- Early Childhood (P-3rd grade) interns will receive two internship placements in two of the following age ranges: birth-3 years of age, 3-5 years of age, 5-8 years of age.
- Elementary education (K-6) interns will receive a placement in lower elementary (grades K-3) and upper elementary (grades 4-6) unless substantial field experiences are required and completed at both levels.

Plan II - Non-Thesis Process Requirements

MA, Alt MA, and OIP MA students are required to complete an electronic portfolio at three checkpoints in their master's program. Students are assessed for progress at Checkpoints #1, #2, and #3 in their requisite Electronic Portfolio. Passing at the Developing Level or higher on the Electronic Portfolio and Dispositions Rubrics is required for moving forward in the program at Checkpoints #1 and 2 and for graduation at Checkpoint #3. Checkpoint #3 in the Electronic Portfolio must be completed with assessor approval for graduation.

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 15).

Student Progress Requirements

Traditional Class A Elementary Education (K-6)

Students are monitored for progress at Checkpoints #1, #2, and #3 based on the requisite assessment(s) identified for each checkpoint. Passing at the Developing Level on the Assessment Rubric(s) for the identified assessment(s) for that checkpoint is required for moving forward in the program at Checkpoints #1 and #2 and for graduation at Checkpoint #3.

Students who cannot meet the following requirements could be dismissed for lack of satisfactory progress:

- maintain the required 3.25 graduate GPA, and/or
- pass all courses with allowance of one retake with a level of B or higher and/or
- complete the 15 hours of advanced clinical practicum with supervisor approval and/or
- pass their Technological Curriculum Project (CEE 532) Advanced Clinical Placement Assignment at a level of C or higher and/or
- pass their Advanced Clinical Placement Collegewide Rubric at a developing level or higher and/or
- complete their requisite assessment(s) at Checkpoints #1, #2, and #3 at the developing level or higher

Alternative Class A Elementary (K-6) certification and Early Childhood (P-3) (Non-traditional, Initial Teacher Certification Program)

Students are monitored for progress at Checkpoints #1, #2, and #3 based on the requisite assessment(s) identified for each checkpoint. Passing at the Developing Level on the Assessment Rubric(s) for the identified assessment(s) for that checkpoint is required for moving forward in the program at Checkpoints #1 and #2 and for graduation at Checkpoint #3.

Students who cannot meet the following requirements could be dismissed for lack of satisfactory progress:

- maintain the required 3.25 graduate GPA, and/or
- pass all courses with allowance of one retake with a level of B or higher and/or
- complete the clinical placement requirements of practicum hours and internship with supervisor approval and at a level of B or higher and/or
- complete their requisite assessment(s) at Checkpoints #1, #2, and #3 at the developing level or higher

Non-Certification Overseas Program for Elementary Education, MA

Students are monitored for progress at Checkpoints #1, #2, and #3 based on the requisite assessment(s) identified for each checkpoint. Passing at the Developing Level on the Assessment Rubric(s) for the identified assessment(s) for that checkpoint is required for moving forward in the program at Checkpoints #1 and #2 and for graduation at Checkpoint #3.

Students who cannot meet the following requirements could be dismissed for lack of satisfactory progress:

- maintain the required 3.25 graduate GPA, and/or
- pass all courses with allowance of one retake with a level of B or higher and/or
- complete their requisite assessment(s) at Checkpoints #1, #2, and #3 at the developing level or higher

Additional Academic Requirements

For the Alternative Class A program, passing scores on the appropriate Praxis subject assessments and Foundations of Reading 190 are required.

Electronic Learning Management System Requirement

A designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Students who have been inactive in their progress toward degree requirements for more than an academic year must submit the following items to gain readmittance to the graduate program:

- a written request to re-enter the program
- an explanation (if possible) of why the student left
- a plan for meeting success if allowed to re-enter

Faculty permission is required for reentry upon evaluation of these requirements.

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Traditional Class A Elementary Education (K-6)

As required for Class A certification, candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a "C." Credits

over 6 years old may not be used for degree purposes, and credits used for the previous Class B certificate may not be used for this program.

Alternative Class A Elementary (K-6) certification and Early Childhood (P-3) (Non-traditional, Initial Teacher Certification Program)

As required for Alternative Class A certification, candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a "C." Credits over 6 years old may not be used for degree purposes.

Non-Certification Overseas Program for Elementary Education, MA

Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a "C." Credits over 6 years old may not be used for degree purposes.

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 15).

Certification

The Alabama State Department of Education issues Class A professional educator certification in Elementary Education (K-6). The Associate Dean for Student Services in the College of Education has been designated as the teacher certification officer for The University. Students who need information about or assistance with certification should consult the associate dean for student services.

To be eligible for Class A certification, candidates must hold appropriate prerequisite certification OR complete an Alternative Class A program and must successfully complete all requirements for the MA degree in the chosen program as described in this catalog, including a comprehensive assessment, state assessments (if applicable), and the *Praxis* subject assessment(s). It is important to note that the awarding of a master's or higher degree does not necessarily imply that the student is eligible for Class A certification.

To be awarded Alabama Class A Elementary (K-6) certification, students must:

- maintain a GPA of at least 3.25 on all courses with no grade below a C
- earn a passing score on a comprehensive assessment
- hold valid, prerequisite Alabama Class B Elementary certification OR complete an Alternative Class A program
- earn a passing score on the required Praxis subject assessment(s) (Alternative Class A)
- complete an application for certification through the Alabama State Department of Education

Students must complete the proper application form for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall during the student's last semester. A student who does not apply for professional certification within 60 months after completing the state-approved program will be required to meet the current program.

According to Alabama regulations, individuals admitted to a Class A program based on a professional educator certificate from another state

must earn the prerequisite Alabama certification before applying for Alabama Class A (master's level) certification.

Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education. Students planning to teach outside the state of Alabama are responsible for knowledge about professional licensure requirements in those states.

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Department of Education. The state requirements change from time to time and, accordingly, the department's requirements and programs are subject to change.

The Overseas program does not lead to professional certification.

Literacy Research, Theory, and Pedagogy Certificate

The Certificate in Literacy Research, Theory, and Pedagogy provides educators with the expertise to address issues related to the teaching and learning of literacy at local, state and national levels.

NOTE: This certificate is not a credential for teacher certification/licensure.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for admission an applicant must have a Master's degree in education (or a related field) or be enrolled in a doctoral program at The University of Alabama. The application must also include:

- A Statement of Purpose focusing on the student's goals in pursuing a Literacy Education Certificate.
- A writing sample submitted directly to the department for faculty consideration when the faculty review the Graduate School certificate program application.

This certificate is not a credential for teacher certification/licensure.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Code and Title		Hours
Select 12 hours from the following:		12
CSE 690	Advanced Seminar	
CEE 690	Advanced Seminar	
CRD 690	Advanced Seminar Crd	
CIE 627	Second Language Literacy	
CIE 606	New Literacies	
CIE 609	Discourse & Pedagogy	
CRD 653	Literacy Foundations P-12	
Choose ONE of the following electives		3
CIE 610	Effective Teaching	
CIE 620	Design Res Classrm Teach	
CIE 640	Sem Teachr Educ Program	
CIE 645	Prof Cont: Tchng & Lrng Com	
CIE 660	Cognitive Perspectives	
CIE 670	Critical Inquiry Curric Pedagogy	
Total Hours		15

Coursework from this certificate program cannot be used to meet requirements for any other academic program.

Transfer Credit

Transfer credit will not be accepted toward this certificate

Graduate School information on Transfer Credit (p. 15).

Time Limit for Certificate Completion

Coursework must be completed in six (6) years.

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Secondary Education, Ed.S.

Programs leading to Class AA certification in Secondary Education (6-12) are available in

- Biology
- Chemistry
- English for Speakers of Other Languages
- English Language Arts (comprehensive)
- Foreign Language (French or Spanish)
- General Science (comprehensive)
- Geography
- History
- Mathematics
- Mathematics Specialist (grades 4-8 and/or grades 6-12 options only)
- Music Education
- Physics
- Social Studies (comprehensive)

Changes to Certification Programs

The Graduate Catalog is published annually; however, requirements for State-approved educator certification programs are subject to change between publications. Current students, as well as prospective students, should check with the specific program for the most up-to-date information. State-approved program checklists may be updated more frequently and are thus likely to provide the most up-to-date information about requirements. A current program checklist may be obtained from the program office. Students should consult their advisors each semester before registering.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must:

- hold appropriate, prerequisite master's level certification
- have a master's program GPA of 3.0 on a 4.0 scale
- provide a Statement of Purpose explaining their interest in the program, which will serve as a writing sample
- submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant's academic and professional capabilities. Three recommendations are required.
- For **Music Education**, applicants must successfully complete a formal screening interview with the music education faculty prior to an admission decision. Applicants are required to demonstrate professional competence in music theory and music history; to submit a recording of an ensemble performance or teaching sample; and, if requested, to perform a placement audition on the major instrument prior to the completion of 12 hours of graduate study. It is highly recommended that applicants have a minimum of three years of full-time contractual teaching experience prior to beginning a post-master's degree program. Contingent upon faculty and Graduate School approval, conditional admission is granted in some instances.
- For **Mathematics Specialist**, cohorts begin in the summer, and applicants should plan for a February 5th application deadline each year. Please contact program faculty for questions in the fall semester prior to applying. Applicants must meet the following requirements:
 - a. Alabama Class A (or equivalent) teaching field or area of instructional leadership or instructional support certificate.
 - b. Alabama Class B (or equivalent) mathematics certification for grades 4-8 and/or grades 6-12
 - c. If the Class A certificate is in a field *other than* Math (4-8) for Math Specialist grades 4-8 and/or Math (6-12) for Math Specialist grades 6-12, a passing score on the current Praxis subject area test is required prior to admission.
 - d. A minimum of 3 years of mathematics teaching experience in a P-12 setting prior to admission
 - e. admission portfolio including letters of recommendation, evidence of positive impact on student learning, and evidence of collaborative leadership potential

Applicants must also meet the requirement for fingerprinting/background clearance. (p. 525)

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

Admission with Permission to Continue

In exceptional circumstances, Admission with Permission to Continue may be granted if the GPA is below the required 3.0/4.0. In such a case, the student must earn a 3.5 overall GPA for the first nine semester hours of the program. If the student does not meet this requirement, then they will not be permitted to continue in the program.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

A minimum of 30 hours of appropriate work beyond the MA degree, including either the completion of classroom inquiry projects (CSE 693) or a thesis (CSE 697), is required for the educational specialist degree.

Note: Specific courses in the Mathematics Specialist program are required and noted below rather than CSE 693 and CSE 697.

Candidates moving from the comprehensive fields of general science or general social science to a single teaching field must earn passing scores on the appropriate *Praxis* subject assessment for certification in the single teaching field. For example, a student admitted with Class A general science certification who completes teaching field coursework only in physics must earn a passing score on the Praxis for physics to earn Class AA physics certification.

These course listings apply to candidates having appropriate prior certification. Candidates must present a GPA of at least 3.50 on all courses in the program below, with no grade below a C. Requirements for State-approved educator preparation programs are subject to change between publications, so students should check with their advisor for the most up-to-date information.

Biology (6-12), Class AA

Code and Title	Hours
Required Courses:	
CSE 665 Sec School Science	3
CSE 670 Res & Theory In Sec Ed	3
CSE 693 or Advanced Workshop	3
CSE 697 Specialist Degree Res	
CIE 625 Res Sem Science Curriculum	3
Teaching Field:	
Select 12 hours in the teaching field: BSC (advisor approved, 500-level or above)	12
Educational Research:	
Select ONE advisor-approved, graduate-level BER course.	3
Foundations of Professional Studies:	
Choose ONE of these ALSDE approved courses:	3
BEF 503 or History Of Amer Educn	
BEF 507 Sociology Of Education	
or	
BEF 510 Phil Hist Socl Founds Ed	
or	
BEF 534 Multicultural Education	
or	
BEF 575 Found Educn Through Film	
or	
BEF 585 Language Politics & Education	
or	
BEF 607 Readings In Soc Of Ed	
or	
BEF 650 Theories of Race and Education	
or	
BEF 667 Multicult Soc Ed Leadershp	
or	
BEF 681 Ethics And Education	
or	
BCE 611 Multicult. Approach Counseling	
or	
BCE 621 Adv Multicultural Counseling	

Additional Requirements:

SPE 500 is only required if a special education survey course was not completed as part of the undergraduate program or another graduate program. 0-3

Total Hours 30-33

Chemistry (6-12), Class AA

Code and Title	Hours
Required Courses:	
CSE 665 Sec School Science	3
CSE 670 Res & Theory In Sec Ed	3
CSE 693 or Advanced Workshop	3
CSE 697 Specialist Degree Res	
CIE 625 Res Sem Science Curriculum	3
Teaching Field:	
Select 12 hours in the teaching field: CH (advisor approved, graduate level)	12
Educational Research:	
Select ONE advisor-approved, graduate-level BER course.	3
Foundations of Professional Studies:	
Choose ONE of these ALSDE approved courses:	3
BEF 503 or History Of Amer Educn	
BEF 507 Sociology Of Education	
or	
BEF 510 Phil Hist Socl Founds Ed	
or	
BEF 534 Multicultural Education	
or	
BEF 575 Found Educn Through Film	
or	
BEF 585 Language Politics & Education	
or	
BEF 607 Readings In Soc Of Ed	
or	
BEF 650 Theories of Race and Education	
or	
BEF 667 Multicult Soc Ed Leadershp	
or	
BEF 681 Ethics And Education	
or	
BCE 611 Multicult. Approach Counseling	
or	
BCE 621 Adv Multicultural Counseling	

Additional Requirements:

SPE 500 is only required if a special education survey course was not completed as part of the undergraduate program or another graduate program. 0-3

Total Hours 30-33

English for Speakers of Other Languages (P-12), Class AA

Code and Title	Hours
Required Courses:	
Required 3-hour course (see advisor)	3
Choose ONE option: OPTION1: CEE 687 and CEE 697 or OPTION 2: CSE 670 and CSE 693 or CSE 697	6

Teaching Field:	
Select 12 hours (advisor approved, 500-level or above)	12
Educational Research:	
Select ONE advisor-approved, graduate-level BER course.	3
Foundations of Professional Studies:	
Choose ONE of these ALSDE approved courses or contact advisor for additional approved courses:	3
BEF 503 or History Of Amer Educn	
BEF 507 Sociology Of Education	
or	
BEF 510 Phil Hist Socl Founds Ed	
or	
BEF 534 Multicultural Education	
or	
BEF 575 Found Educn Through Film	
or	
BEF 585 Language Politics & Education	
or	
BEF 607 Readings In Soc Of Ed	
or	
BEF 650 Theories of Race and Education	
or	
BEF 667 Multicult Soc Ed Leadershp	
or	
BEF 681 Ethics And Education	
or	
BCE 611 Multicult. Approach Counseling	
or	
BCE 621 Adv Multicultural Counseling	

Additional Requirements/Electives:	
Advisor approved elective (600-level)	3
SPE 500 is only required if a special education survey course was not completed as part of the undergraduate program or another graduate program.	0-3
Total Hours	30-33

French or Spanish (6-12), Class AA

Code and Title	Hours
Required Courses;	
Required 3-hour course (see advisor)	3
CSE 670 Res & Theory In Sec Ed	3
CSE 693 or Advanced Workshop	3
CSE 697 Specialist Degree Res	
CIE 656 Sem For Language Eductn Resear	3
Teaching Field:	
Select 12 hours in ONE foreign language: FR or SP (advisor approved, 500-level or above)	12
Educational Research:	
Select ONE advisor-approved, graduate-level BER course.	3
Foundations of Professional Studies:	
Choose ONE of these ALSDE approved courses or contact advisor for additional approved courses:	3
BEF 503 or History Of Amer Educn	
BEF 507 Sociology Of Education	
or	

BEF 510 Phil Hist Socl Founds Ed
or
BEF 534 Multicultural Education
or
BEF 575 Found Educn Through Film
or
BEF 585 Language Politics & Education
or
BEF 607 Readings In Soc Of Ed
or
BEF 650 Theories of Race and Education
or
BEF 667 Multicult Soc Ed Leadershp
or
BEF 681 Ethics And Education
or
BCE 611 Multicult. Approach Counseling
or
BCE 621 Adv Multicultural Counseling

Additional Requirements:	
SPE 500 is only required if a special education survey course was not completed as part of the undergraduate program or another graduate program.	0-3
Total Hours	30-33

French or Spanish (P-12), Class AA

Code and Title	Hours
Required Courses:	
Required 3-hour course (see advisor)	3
CIE 656 Sem For Language Eductn Resear	3
Choose ONE option: OPTION1: CEE 687 and CEE 697 or OPTION 2: CSE 670 and CSE 693 or CSE 697	6
Teaching Field:	
Select 12 hours in ONE foreign language: FR or SP (advisor approved, 500-level or above)	12
Educational Research:	
Select ONE advisor-approved, graduate-level BER course.	3
Foundations of Professional Studies:	
Choose ONE of these ALSDE approved courses or contact advisor for additional approved courses:	3
BEF 503 or History Of Amer Educn	
BEF 507 Sociology Of Education	
or	
BEF 510 Phil Hist Socl Founds Ed	
or	
BEF 534 Multicultural Education	
or	
BEF 575 Found Educn Through Film	
or	
BEF 585 Language Politics & Education	
or	
BEF 607 Readings In Soc Of Ed	
or	
BEF 650 Theories of Race and Education	
or	

BEF 667 Multicult Soc Ed Leadershp
or
BEF 681 Ethics And Education
or
BCE 611 Multicult. Approach Counseling
or
BCE 621 Adv Multicultural Counseling

Additional Requirements:

SPE 500 is only required if a special education survey course was not completed as part of the undergraduate program or another graduate program. 0-3

Total Hours **30-33**

General Science (6-12), Class AA

Code and Title **Hours**

Required Courses:

CSE 665	Sec School Science	3
CSE 670	Res & Theory In Sec Ed	3
CSE 693 or CSE 697	Advanced Workshop Specialist Degree Res	3
CIE 625	Res Sem Science Curriculum	3

Teaching Field:

Select 12 hours in at least TWO areas of the teaching field: BSC, PH, CH, or GEO (advisor approved, graduate level) 12

Educational Research:

Select ONE advisor-approved, graduate-level BER course. 3

Foundations of Professional Studies:

Choose ONE of these ALSDE approved courses: 3

BEF 503 or History Of Amer Educn
BEF 507 Sociology Of Education
or
BEF 510 Phil Hist Socl Founds Ed
or
BEF 534 Multicultural Education
or
BEF 575 Found Educn Through Film
or
BEF 585 Language Politics & Education
or
BEF 607 Readings In Soc Of Ed
or
BEF 650 Theories of Race and Education
or
BEF 667 Multicult Soc Ed Leadershp
or
BEF 681 Ethics And Education
or
BCE 611 Multicult. Approach Counseling
or
BCE 621 Adv Multicultural Counseling

Additional Requirements:

SPE 500 is only required if a special education survey course was not completed as part of the undergraduate program or another graduate program. 0-3

Total Hours **30-33**

Geography (6-12), Class AA

Code and Title **Hours**

Required Courses:

CSE 664	Sec Sch Social Science	3
CSE 670	Res & Theory In Sec Ed	3
CSE 693 or CSE 697	Advanced Workshop Specialist Degree Res	3
CIE 626	Res Sem Social Studies Curricl	3

Teaching Field:

Select 12 hours in the teaching field: GY (advisor approved, 500-level or above GY courses) 12

Educational Research:

Select ONE advisor-approved, graduate-level BER course. 3

Foundations of Professional Studies:

Choose ONE of these ALSDE approved courses or contact advisor for additional approved courses: 3

BEF 503 or History Of Amer Educn
BEF 507 Sociology Of Education
or
BEF 510 Phil Hist Socl Founds Ed
or
BEF 534 Multicultural Education
or
BEF 575 Found Educn Through Film
or
BEF 585 Language Politics & Education
or
BEF 607 Readings In Soc Of Ed
or
BEF 650 Theories of Race and Education
or
BEF 667 Multicult Soc Ed Leadershp
or
BEF 681 Ethics And Education
or
BCE 611 Multicult. Approach Counseling
or
BCE 621 Adv Multicultural Counseling

Additional Requirements:

SPE 500 is only required if a special education survey course was not completed as part of the undergraduate program or another graduate program. 0-3

Total Hours **30-33**

History (6-12), Class AA

Code and Title **Hours**

Required Courses:

CSE 664	Sec Sch Social Science	3
CSE 670	Res & Theory In Sec Ed	3
CSE 693 or CSE 697	Advanced Workshop Specialist Degree Res	3
CIE 626	Res Sem Social Studies Curricl	3

Teaching Field:

Select 12 hours in the teaching field: HY (advisor approved, 500-level or above HY courses) 12

Educational Research:

Select ONE advisor-approved, graduate-level BER course.	3

Foundations of Professional Studies:

Choose ONE of these ALSDE approved courses or contact advisor for additional approved courses:	3

BEF 503 or History Of Amer Educn
BEF 507 Sociology Of Education
or
BEF 510 Phil Hist Socl Founds Ed
or
BEF 534 Multicultural Education
or
BEF 575 Found Educn Through Film
or
BEF 585 Language Politics & Education
or
BEF 607 Readings In Soc Of Ed
or
BEF 650 Theories of Race and Education
or
BEF 667 Multicult Soc Ed Leadershp
or
BEF 681 Ethics And Education
or
BCE 611 Multicult. Approach Counseling
or
BCE 621 Adv Multicultural Counseling

Additional Requirements:

SPE 500 is only required if a special education survey course was not completed as part of the undergraduate program or another graduate program.	0-3

Total Hours	30-33

Music Education (P-12), Class AA

Code and Title	Hours

Required Courses:

MUE 530	Mus Ed Curr Theory Dev	3
MUE 522 or	General Music	3
MUE 525	Choral Techn Materials	
or		
MUE 526	Instrml Techn Materls	
MUE 635 or	Curriculum Projects Mued	3
MUE 698	Non-Dissertatn Research	

Teaching Field:	12

See the graduate program coordinator to select 12 hours of MUA/MUS/MUE, 500-level or above.

Educational Research:

MUE 540	Intro Research In Mued (If MUE 540 was part of the Class A program, meet with the graduate program coordinator to select an elective instead.)	3

Foundations of Professional Studies:

MUE 500	Foundatn Music Education (If MUE 500 was used for prior certification, select another course from the list of Foundations courses below.)	3

Select ONE of these ALSDE approved courses or contact advisor for additional approved courses:	3

BEF 503 or History Of Amer Educn

BEF 507 Sociology Of Education
or

BEF 510 Phil Hist Socl Founds Ed
or

BEF 534 Multicultural Education
or

BEF 575 Found Educn Through Film
or

BEF 585 Language Politics & Education
or

BEF 607 Readings In Soc Of Ed
or

BEF 650 Theories of Race and Education
or

BEF 667 Multicult Soc Ed Leadershp
or

BEF 681 Ethics And Education
or

BCE 611 Multicult. Approach Counseling
or

BCE 621 Adv Multicultural Counseling

Additional Requirements:

SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program.	0-3

Total Hours	30-33

Physics (6-12), Class AA

Code and Title	Hours

Required Courses:

CSE 665	Sec School Science	3
CSE 670	Res & Theory In Sec Ed	3
CSE 693 or	Advanced Workshop	3
CSE 697	Specialist Degree Res	
CIE 625	Res Sem Science Curriculum	3

Teaching Field:

Select 12 hours in the teaching field: PH (advisor approved, 500-level or above)	12

Educational Research:

Select ONE advisor-approved, graduate-level BER course.	3

Foundations of Professional Studies:

Choose ONE of these ALSDE approved courses:	3

BEF 503 or History Of Amer Educn

BEF 507 Sociology Of Education
or

BEF 510 Phil Hist Socl Founds Ed
or

BEF 534 Multicultural Education
or

BEF 575 Found Educn Through Film
or

BEF 585 Language Politics & Education
or

BEF 607 Readings In Soc Of Ed
or

BEF 650 Theories of Race and Education	
or	
BEF 667 Multicult Soc Ed Leadershp	
or	
BEF 681 Ethics And Education	
or	
BCE 611 Multicult. Approach Counseling	
or	
BCE 621 Adv Multicultural Counseling	

Additional Requirements:

SPE 500 is required if a special education survey course was not completed as part of the undergraduate program or another graduate program. 0-3

Total Hours **30-33**

Concentrations

English Language Arts

Code and Title	Hours
Core Courses	
CSE 670 Res & Theory In Sec Ed	3
CSE 693 or Advanced Workshop (Or)	3
CSE 697 Specialist Degree Res	
BEF 503 or History Of Amer Educn (Or)	3
BEF 507 or Sociology Of Education	
BEF 510 or Phil Hist Socl Founds Ed	
BEF 534 or Multicultural Education	
BEF 575 or Found Educn Through Film	
BEF 585 or Language Politics & Education	
BEF 607 or Readings In Soc Of Ed	
BEF 650 or Theories of Race and Education	
BEF 667 or Multicult Soc Ed Leadershp	
BEF 681 or Ethics And Education	
BCE 611 or Multicult. Approach Counseling	
BCE 621 Adv Multicultural Counseling	
BER 540, BER 600, BER 631, or another graduate-level, advisor approved research course.	3

Credit Hours Subtotal: 12

Concentration Courses (12 hours in 500-level or above EN, COM, JCM, TH. Courses must be selected from at least TWO areas and should be advisor-approved. (Examples are below.) 12

EN 500 Special Topics	
EN 523 History English Language	
TH 551 Hist Of The Theatre I	
COM 525 Gender & Pol Com	
COM 555 Conflict and Negotiation	
JCM 542 Advanced Magazine Writing	
JCM 553 Making Media Innovation	

Credit Hours Subtotal: 12

Supportive Courses

CSE 663 Sec School English	3
CRD 690 Advanced Seminar Crd (or advisor approved elective)	3

SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program. 0-3

Credit Hours Subtotal: 6-9

Total Hours **30-33**

Mathematics

Code and Title	Hours
Core Courses	
CSE 670 Res & Theory In Sec Ed	3
CSE 693 or Advanced Workshop	3
CSE 697 Specialist Degree Res	
BEF 503 or History Of Amer Educn	3
BEF 507 or Sociology Of Education	
BEF 510 or Phil Hist Socl Founds Ed	
BEF 534 or Multicultural Education	
BEF 575 or Found Educn Through Film	
BEF 585 or Language Politics & Education	
BEF 607 or Readings In Soc Of Ed	
BEF 650 or Theories of Race and Education	
BEF 667 or Multicult Soc Ed Leadershp	
BEF 681 or Ethics And Education	
BCE 611 or Multicult. Approach Counseling	
BCE 621 Adv Multicultural Counseling	

BER 540, BER 600, BER 631, or another graduate-level, advisor-approved research course. 3

Credit Hours Subtotal: 12

Concentration Courses (10-12 hours in courses listed or advisor approved) **10-12**

MATH 503 Algebra: Secondary Teachers	
MATH 504 Topics Mod Math Teachers	
MATH 505 Geometry: Secondary Teachers	
MATH 509 Data Analysis: Sec Teachers	
MATH 591 Teaching College Math	
MATH 593 Collegiate Math Education Rsrc	

Credit Hours Subtotal: 10-12

Supportive Courses

CSE 666 Res TeachLearnCurr Math Ed	3
CIE 680 Sem In Math Educ Research	3
Advisor-approved, graduate-level BER course	3

CSE 675 is required for candidates who did not complete CSE 575 in the MA program. 0-3

SPE 500 is required if a special education survey course was not completed during the undergraduate program or another graduate program. 0-3

Credit Hours Subtotal: 9-15

Total Hours **31-39**

Mathematics Specialist

Students may pursue both grade bands of certification. Major projects within CIE 693 and CEE/CSE 695 provide students the opportunity to seek both 4-8 and 6-12 if they so desire and if they are qualified. Fifty percent of the total coursework or more must be at the Ed.S. level, and successful completion of the exit portfolio components is required.

Code and Title	Hours
Core Courses	
NOTE: Candidates in this program should select CEE 695 or CSE 695 below.	
CEE 695 or Practicum	3
CSE 695 or Practicum	
CSE 693 Advanced Workshop	
CIE 693 or Workshop (CIE 693 is required for this program.)	3
CSE 670 or Res & Theory In Sec Ed	
CSE 697 Specialist Degree Res	
BEF 503 or History Of Amer Educn	3
BEF 507 or Sociology Of Education	
BEF 510 or Phil Hist Socl Founds Ed	
BEF 534 or Multicultural Education	
BEF 575 or Found Educn Through Film	
BEF 585 or Language Politics & Education	
BEF 607 or Readings In Soc Of Ed	
BEF 650 or Theories of Race and Education	
BEF 667 or Multicult Soc Ed Leadershp	
BEF 681 or Ethics And Education	
BCE 611 or Multicult. Approach Counseling	
BCE 621 Adv Multicultural Counseling	
CSE 666 Res TeachLearnCurr Math Ed	3
Credit Hours Subtotal:	12
Concentration Courses	
AEL 612 Instruc Supv Mentor Trng	3
CIE 560 Principles Math Ed Equity Acces	3
MATH 504 Topics Mod Math Teachers (Number Systems and Algebraic Reasoning for Teachers)	3
MATH 504 Topics Mod Math Teachers (Geometry and Data Analysis for Teachers)	3
Credit Hours Subtotal:	12
Additional Courses	
CSE 675 Resrch ToolsTechAssess MathEd	3
CIE 680 Sem In Math Educ Research	3
SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program.	0-3
Credit Hours Subtotal:	6-9
Total Hours	30-33

Social Studies

Code and Title	Hours
Core Courses	
CSE 670 Res & Theory In Sec Ed	3
CSE 693 or Advanced Workshop	3
CSE 697 Specialist Degree Res	
BEF 503 or History Of Amer Educn	3
BEF 507 or Sociology Of Education	
BEF 510 or Phil Hist Socl Founds Ed	
BEF 534 or Multicultural Education	
BEF 575 or Found Educn Through Film	
BEF 585 or Language Politics & Education	
BEF 607 or Readings In Soc Of Ed	

BEF 650 or Theories of Race and Education	
BEF 667 or Multicult Soc Ed Leadershp	
BEF 681 or Ethics And Education	
BCE 611 or Multicult. Approach Counseling	
BCE 621 Adv Multicultural Counseling	
BER 540, BER 600, BER 631, or an advisor-approved, graduate-level BER course	3
Credit Hours Subtotal:	12
Concentration Courses (12 hours in 500-level or above HY, SOC, PY, PSC, GY, or EC. Courses must be selected from at least TWO areas and should be advisor-approved. (Examples are below.)	
HY 606 Prosem Us Histry To 1877	
HY 500 Special Studies in History	
GY 553 Environment & Society	
GY 615 Seminar Human-Environment	
PY 581 Readings In Py Grad	
PY 693 Seminar:Adv General Py	
EC 510 Law and Economics	
EC 624 Political Economy	
Credit Hours Subtotal:	12
Supportive Coursework	
CSE 664 Sec Sch Social Science	3
CIE 626 Res Sem Social Studies Curricl	3
SPE 500 is required if a special education survey course was not completed during the undergraduate program or another graduate program.	0-3
Credit Hours Subtotal:	6-9
Total Hours	30-33

Transfer Credit

Courses taken for Class A certification may not be used toward Class AA certification.

Graduate School information on Transfer Credit (p. 18).

Comprehensive Exams

In lieu of a Comprehensive Exam, candidates will submit a Comprehensive Assessment. Due in the last semester of the program, the final comprehensive assessment must be passed in all areas with scores of 2/4 (Developing) or better. A score of 1 in any area will require resubmission and graduation will be delayed until the comprehensive assessment is passed.

For Music Education, a passing score on a comprehensive written exam covering the content of the curriculum is required. The written exam is scheduled during the last semester of enrollment. Students contact the Graduate Program Coordinator in the Music Education Office to arrange to take the exam.

Graduate School information on Comprehensive Exams (p. 18).

Fieldwork/Practicum/Internship Requirements

One 15-hour Advanced Clinical Placement is required for this degree. This placement is typically carried out in the student's own classroom as they engage in action research or inquiry projects, but it need not be.

Students enrolled in College of Education courses that require a clinical placement should obtain professional liability insurance. Professional liability insurance may be purchased through an independent insurer or is available to students who are members of the Student Alabama Education Association (SAEA).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 18).

Student Progress Requirements

Students submit requisite assessment(s) upon entrance, at midway point, and in the final semester. Feedback will be provided at each phase. Students must pass the final submission of the comprehensive assessment with 2/4 (Developing) or better on all items in order to graduate.

Additional Academic Requirements

Electronic Learning Management System Requirement

A designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Candidates must present a GPA of at least 3.50 on all courses in a Class AA program, with no grade below a C.

For Music Education, at least 1/2 of the coursework must be in music and at least 15 semester hours of the 30 semester hour total must be at the 600-level.

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Admission to Candidacy

Students should contact their academic advisor/graduate director to initiate the form for Admission to Candidacy for the Ed.S. degree and submit a program of study. The Graduate School must approve the student's EdS plan of study prior to admission to candidacy for the degree.

Application for Graduation

Information on the Application for Graduation (p. 18).

Class AA Certification

The Alabama State Board of Education grants Class AA professional educator certification in Secondary Education (6-12) teaching fields and P-12 teaching fields. To be eligible, candidates must hold appropriate

prerequisite certification and must complete all requirements of the State-approved program, including a comprehensive assessment.

All students must complete the proper application form for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall at least one semester in advance of graduation. A student who does not apply for professional certification within 60 months after completing the state-approved program will be required to meet the current program. Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education.

According to Alabama regulations, individuals admitted to a Class AA program based on a professional educator certificate from another state must earn the prerequisite Alabama certification before applying for Alabama Class AA (specialist level) certification.

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Board of Education. The state requirements change from time to time and, accordingly, the department's requirements and programs are subject to change.

The associate dean for student services in the College of Education has been designated the teacher certification officer for the University. Students who need information about or assistance with certification should consult the associate dean for student services.

Postsecondary Instruction

Graduate students in the EdS program who have an interest in teaching in postsecondary institutions may take advantage of the program's flexibility to acquire a maximum of 18 hours in cognate field courses. Students who have this option in mind should coordinate the program of study carefully with their advisors.

Accepted graduate students are encouraged to apply for College of Education scholarships and scholarships offered through UA Online (for distance learning students).

Funding for Music Education

Acquisition of Financial Support

Students in good standing in the Music Education Graduate Program may be supported by a graduate teaching assistantship (GTA) funded by the Department or School of Music at the .25 or .5 level. Both assistantship levels provide a stipend and benefits along with paid (partial or full) tuition and fees. Students awarded assistantships receive financial support through the first two years in the program for traditional master's degree students and the first three years for doctoral and EdS students who meet performance expectations and who do not meet any **Conditions for Termination of Financial Support** (see below).

Students will be informed of impending financial support termination at least one semester prior to the support termination date, except in special cases noted under **Conditions for Termination of Financial Support**. Doctoral students in good standing may petition the Music Education Department Chair for continued GTA support beyond the third year on a semesterly basis. Petitions for continuing support must be submitted at least three months prior to the start of the final semester of guaranteed support.

Performance Expectations for Continuing Financial Support

To remain eligible for financial support, students must:

- Maintain good academic standing in the Music Education MA, EdS, EdD or PhD program.

- Adhere to all university, college, and department policies, including those related to ethical conduct and professional behavior.
- Complete all mandatory annual training and abide by all policies held by The University of Alabama, the College of Education, the Department of Music Education, and the School of Music.
- Perform all duties assigned as a graduate teaching assistant in a timely and professional manner, as defined by the Music Education Department Chair.
- For doctoral students, engage in research under the direction of a department-approved advisor beginning in the first semester of the third year, with continuous progress expected as guided by the advisor and dissertation committee.

Conditions for Termination of Financial Support

Students may face termination of financial support under the following conditions, pending administrative review by the Department. Depending on the severity of the infraction, the Department Chair —along with input from the Graduate Committee—may recommend *immediate termination*, *termination at the end of the current semester*, or *termination at the end of the following semester*.

1. **Dereliction of Duty** – Includes, but is not limited to:
 - Failure to comply with all university conduct policies.
 - Unexcused absences from assigned responsibilities.
 - Failure to satisfactorily complete GTA responsibilities as defined by the Music Education Department Chair.
2. **Academic Misconduct** – A resolved finding of academic misconduct may result in loss of financial support, with penalties determined in consultation with the Graduate School and/or College of Education and/or School of Music.
3. **Failure to Secure a Dissertation Advisor** – Students must secure a department-approved dissertation advisor at the beginning of the first semester of their third year in the program. Students who fail to do so may lose financial support, at the discretion of department.
4. **Loss of Good Academic Standing** – Students placed on academic probation have one semester to return to good standing. Financial support will be terminated if good standing is not restored. Additionally, students who receive more than two grades of 'C' or at least one grade of 'D' or 'F' will undergo a faculty review, which may result in termination of financial support or dismissal from the program.
5. **Failure to Complete Annual Self Reviews** – Doctoral students must complete all required annual progress reviews in a timely manner. Failure to meet deadlines may result in probation and, if unresolved, termination of financial support.
6. **Insufficient Research Progress** – A student's dissertation committee evaluates research progress annually. If the committee determines that progress is inadequate, the student will have one probationary semester (fall, spring, or summer) to address deficiencies while maintaining financial support. Failure to meet expectations by the end of the probationary semester will result in immediate termination of financial support.

Secondary Education, MA

Class A Certification Programs

Traditional Class A and Alternative Class A certification programs in Secondary Education (6-12) are available in

- Biology (traditional Class A only)
- Chemistry (traditional Class A only)

- English for Speakers of Other Languages
- English Language Arts
- Foreign Language* (French, German, or Spanish)
- General Science
- General Social Studies
- Geography
- History
- Mathematics
- Music Education (P-12)
- Physics (traditional Class A only)

*For foreign languages, the Alternative Class A is available for Spanish only.

Changes to Certification Programs

The Graduate Catalog is published annually; however, requirements for State-approved educator certification programs are subject to change between publications. Current students, as well as prospective students, should check with the specific program for the most up-to-date information. State-approved program checklists may be updated more frequently and are thus likely to provide the most up-to-date information about requirements. A current program checklist may be obtained from the program office. Students should consult their advisors each semester before registering.

Overseas Program

Through the Office of International Programs, the department offers an Overseas MA program at the Westhill Institute in Mexico City for eligible overseas students only. The Overseas program is a non-certification program, and completion of the program does not lead to professional educator licensure or certification.

Admission Requirements

See the Admission Criteria section of this catalog for more information.

Admission Requirements for Traditional Class A Programs

Applications are accepted on a rolling basis.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must:

- hold appropriate prerequisite certification.
- submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant's academic and professional capabilities. Three recommendations are required.
- For Music Education, applicants may be required, at the discretion of the department, to demonstrate professional competence in music theory and music history; to submit a recording of an ensemble performance or teaching sample; and, if requested, to perform a placement audition on the major instrument prior to the completion of 12 hours of graduate study. If requested, applicants will interview with the music education faculty prior to an admission decision.

Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

Admission Requirements for Alternative Class A (Master's-Level), Nontraditional, Initial Teacher Certification Program

The Department of Curriculum & Instruction offers Alternative Class A programs that do not require prior certification in a teaching field. These programs lead to Alabama Class A certification in Secondary Education (6-12) and are designed to allow individuals with undergraduate degrees in non-teaching fields to enter the field of education. Applications are accepted on a rolling basis.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission to an Alternative Class A program, the application must include:

- Completion of specified undergraduate prerequisite courses.
- **Transcript evaluation:** Applicants should contact the Office of Student Services & Certification for a transcript evaluation to determine prerequisite courses and other requirements. [NOTE: Coursework and/or a degree from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials through a foreign credential evaluation service recognized by the Alabama State Department of Education. Contact the College's Office of Student Services and Certification for more information.]
- **Degree requirement:** An appropriate bachelor's degree from a regionally accredited institution with a minimum overall GPA of 2.50 OR a master's degree with a GPA of at least 3.0 is required.
- **Teaching Field:** For single teaching fields at the secondary level (6-12), applicants must have an academic content major (or the equivalent) in the teaching field OR passing scores on the appropriate Praxis subject assessment. For comprehensive teaching fields of English Language Arts and General Social Studies at the secondary level, applicants must have an academic content major (or the equivalent) in the teaching field plus one course in each of the four areas of the teaching field OR passing scores on the appropriate Praxis subject assessment. For Music Education and the comprehensive field of General Science, applicants must have passing scores on the appropriate Praxis subject assessments. For English for Speakers of Other Languages (P-12), applicants must have an academic content major (or the equivalent) in English or a foreign language OR passing scores on the appropriate Praxis subject assessment. The transcript evaluation will determine if an applicant meets the teaching field requirement.
- **Three recommendations:** An applicant to a College of Education program that leads to professional certification must submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant's academic and professional capabilities.

Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

Changes to Certification Requirements

The programs listed in this catalog that lead to Alabama Class A professional educator certification for service in the public schools may be altered to meet certification standards adopted by the Alabama State Board of Education. The Graduate Catalog is published annually; however, requirements for State-approved programs are subject to change between publications. Current students, as well as prospective

students, should check with the specific program for the most up-to-date information.

Admissions Requirements for Accelerated Master's Program (AMP)

Fall semester admissions are made April through July 31st each year. The GRE general test is not required but can strengthen an applicant's application packet if desired. Test scores must be received by August 1st. Interested students with questions should contact program faculty. More information can be found at our program recruitment website: <https://becomeamathteacher.ua.edu/>

Admissions Requirements for Overseas Program

Applications are accepted on a rolling basis.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A CV/resume
- 3 letters of recommendation

Curricular Requirements

Curricular Requirements for Traditional Class A Programs

A minimum of 30 hours of course credit must be earned; see specific program checklists. The program of study must be planned with an advisor.

NOTE: The comprehensive fields of General Science, General Social Studies, and English Language Arts require at least one course in two areas within the broader field as follows:

- English Language Arts must include courses from at least two of the following areas: EN, JCM, COM, and TH
- General Science must include courses from at least two of the following areas: BSC, CH, PH, and GEO.
- General Social Studies must include courses from at least two of the following areas: HY, SOC, PY, PSC, GY, and EC

Candidates moving from the comprehensive field of general social studies to a single teaching field must earn passing scores on the appropriate *Praxis* subject assessment for certification in the single teaching field. For example, a student admitted with Class B General Social Science certification who completes teaching field coursework only in history must earn a passing score on the *Praxis* for history to earn Class A History certification. Individuals who intend to earn Class AA certification in a secondary education field must hold valid Class A certification in the same teaching field as the Class AA program.

Unless otherwise specified, these course listings apply to candidates having appropriate prior certification who begin this program at UA on June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. Candidates must present a GPA of at least 3.25 on all courses in the program below, with no grade below a C.

Curricular Requirements for Alternative Class A Programs

A minimum of 37 semester hours of specific graduate credit plus some undergraduate prerequisites are required for certification. The program of study must be planned with an advisor.

The Alternative Class A course listings apply to candidates having completed a baccalaureate degree at a regionally accredited college or university who begin the program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize

this program. Candidates must present a GPA of at least 3.25 on all courses in the program below, with no grade below a C.

Concentrations for Traditional Class A Teaching Fields

General Social Sciences Concentration

Code and Title	Hours
Select 500 Level (or above) advisor-approved teaching field content courses	12
History (HY)	
Sociology (SOC)	
Psychology (PY)	
Geography (GY)	
Economics (EC)	
Political Science (PSC)	
Supporting Coursework	
CSE 564 Imprvg Soc Sci Instr	3
Advisor Approved Elective	3
Total Hours	18

Teaching Fields that include the General Social Sciences Concentration:

General Social Studies (6-12), Traditional Class A

Code and Title	Hours
Required Courses:	
CSE 530 Mod Sec School Program	3
CSE 564 Imprvg Soc Sci Instr	3
Advisor-approved, graduate-level BER course	3
CAT 531 Computer Based Instruction	3
Advisor approved elective	3
Teaching field courses: HY, SOC, PY, PSC, GY, EC (Must include TWO areas, graduate level.) *	12
Foundations of Professional Studies:	
Select one of the following ALSDE approved courses or contact advisor for additional approved courses:	3
BEF 503 or History Of Amer Educn	
BEF 507 Sociology Of Education	
or	
BEF 510 Phil Hist Socl Founds Ed	
or	
BEF 534 Multicultural Education	
or	
BEF 575 Found Educn Thru Film	
or	
BEF 585 Language Politics & Education	
or	
BEF 607 Readings In Soc Of Ed	
or	
BEF 650 Theories of Race and Education	
or	
BEF 667 Multicult Soc Ed Leadershp	
or	
BEF 681 Ethics And Education	

Additional requirements/electives:

SPE 500 is only required if a survey of special education course was not taken as part of the undergraduate program or another graduate program.

Total Hours **30-33**

Footnotes

* Teaching field courses must include at least two areas (HY, SOC, PY, PSC, GY, or EC).

Geography (6-12), Traditional Class A

Code and Title	Hours
Required Courses:	
CSE 530 Mod Sec School Program	3
CSE 564 Imprvg Soc Sci Instr	3
Advisor-approved, graduate-level BER course	3
CAT 531 Computer Based Instruction	3
Advisor approved elective	3
Teaching field courses (graduate level, advisor approved GY courses)	12
Foundations of Professional Studies:	
Select one of the following ALSDE approved courses or contact advisor for additional approved courses:	3

BEF 503 or History Of Amer Educn
 BEF 507 Sociology Of Education
 or
 BEF 510 Phil Hist Socl Founds Ed
 or
 BEF 534 Multicultural Education
 or
 BEF 575 Found Educn Thru Film
 or
 BEF 585 Language Politics & Education
 or
 BEF 607 Readings In Soc Of Ed
 or
 BEF 650 Theories of Race and Education
 or
 BEF 667 Multicult Soc Ed Leadershp
 or
 BEF 681 Ethics And Education

Additional requirements/electives:

SPE 500 is only required if a survey of special education course was not taken as part of the undergraduate program or another graduate program.

Total Hours **30-33**

History (6-12), Traditional Class A

Code and Title	Hours
Required Courses:	
CSE 530 Mod Sec School Program	3
CSE 564 Imprvg Soc Sci Instr	3
Advisor-approved, graduate-level BER course	3
CAT 531 Computer Based Instruction	3
Advisor approved elective	3
Teaching field courses (advisor-approved, graduate level HY courses)	12

Foundations of Professional Studies:

Select ONE of the following ALSDE approved courses or contact advisor for additional approved courses: 3

BEF 503 or History Of Amer Educn
 BEF 507 Sociology Of Education
 or
 BEF 510 Phil Hist Socl Founds Ed
 or
 BEF 534 Multicultural Education
 or
 BEF 575 Found Educn Through Film
 or
 BEF 585 Language Politics & Education
 or
 BEF 607 Readings In Soc Of Ed
 or
 BEF 650 Theories of Race and Education
 or
 BEF 667 Multicult Soc Ed Leadershp
 or
 BEF 681 Ethics And Education

Additional requirements/electives:

SPE 500 is only required if a survey of special education course was not taken as part of the undergraduate program or another graduate program. 0-3

Total Hours 30-33

English Language Arts Concentration

English Language Arts Concentration Hours

Select 500 Level or above Courses in Two Disciplines 12

English (EN)
 Journalism and Creative Media (JCM)
 Communication Studies (COM)
 Theatre (TH)

Supporting Coursework

CSE 563 Improvg English Instr 3
 Advisor Approved Elective 3

Total Hours 18

Teaching Fields that include the English Language Arts Concentration:

English Language Arts (6-12), Traditional Class A

Code and Title Hours

Required Courses:

CSE 530 Mod Sec School Program 3
 CSE 563 Improvg English Instr 3
 CAT 531 Computer Based Instruction 3
 Advisor-approved, graduate-level BER course 3
 Advisor approved elective 3

Teaching field courses: EN, JCM, COM, TH (Must include TWO areas, graduate level.) 12

Foundations of Professional Studies:

Select ONE of the following ALSDE approved diversity courses or contact advisor for additional approved courses: 3

BEF 503 or History Of Amer Educn

BEF 507 Sociology Of Education
 or

BEF 510 Phil Hist Socl Founds Ed
 or

BEF 534 Multicultural Education
 or

BEF 575 Found Educn Through Film
 or

BEF 585 Language Politics & Education
 or

BEF 607 Readings In Soc Of Ed
 or

BEF 650 Theories of Race and Education
 or

BEF 667 Multicult Soc Ed Leadershp
 or

BEF 681 Ethics And Education

Additional requirement(s):

SPE 500 is only required if a survey of special education course was not taken as part of the undergraduate program or another graduate program. 0-3

Total Hours 30-33

Footnotes

* Teaching field courses must include at least two areas (EN, JCM, COM or TH).

Mathematics Concentration

Code and Title Hours

Select 500 Level or above Course in Math, advisor approved 10-12

Supporting Coursework

CIE 560 Principles Math Ed Equity Acces 3
 CSE 566 Princpls MathEd: Tech/Lrn/Cur 3
 CSE 575 Principles Math: Tech/Assess 3

Total Hours 19-21

Teaching Fields that include the Mathematics Concentration:

Mathematics (6-12), Traditional Class A

Code and Title Hours

Required Courses:

CSE 530 Mod Sec School Program 3
 CSE 566 Princpls MathEd: Tech/Lrn/Cur 3
 CSE 575 Principles Math: Tech/Assess 3
 CIE 560 Principles Math Ed Equity Acces 3
 CAT 531 or advisor approved tech 3
 Advisor-approved, graduate-level BER course 3

Teaching field courses: MATH (500-level or above, advisor approved) 10-12

Foundations of Professional Studies:

Select ONE of the following ALSDE approved diversity courses or contact advisor for additional approved courses: 3

BEF 503 or History Of Amer Educn

BEF 507 Sociology Of Education	
or	
BEF 510 Phil Hist Socl Founds Ed	
or	
BEF 534 Multicultural Education	
or	
BEF 575 Found Educn Through Film	
or	
BEF 585 Language Politics & Education	
or	
BEF 607 Readings In Soc Of Ed	
or	
BEF 650 Theories of Race and Education	
or	
BEF 667 Multicult Soc Ed Leadershp	
or	
BEF 681 Ethics And Education	
Additional requirements(s):	
SPE 500 is only required if a survey of special education course was not taken as part of the undergraduate program or another graduate program.	0-3
Total Hours	31-36

General Science Concentration

Code and Title	Hours
Select 500 level (or above) advisor-approved teaching field content courses	12
Biological Sciences (BSC)	
Chemistry (CH)	
Physics (PH)	
Geology (GEO)	
Supporting Coursework	
CSE 576 Improving Science Teaching	3
CSE 565 Improvg Science Instr	3
Total Hours	18

Teaching Fields that include the General Science Concentration: General Science (6-12), Traditional Class A

Code and Title	Hours
Required Courses:	
CSE 530 Mod Sec School Program	3
CSE 576 Improving Science Teaching	3
CSE 565 Improvg Science Instr	3
Advisor-approved BER course or CSE 595 (approved by advisor)	3
CAT 531 Computer Based Instruction	3
Teaching field courses: BSC, CH, PH, GEO (Must include TWO areas, 500-level or above.) *	12
Foundations of Professional Studies:	
Select ONE of the following ALSDE approved diversity courses or contact advisor for additional approved courses:	3
BEF 503 or History Of Amer Educn	
BEF 507 Sociology Of Education	
or	

BEF 510 Phil Hist Socl Founds Ed	
or	
BEF 534 Multicultural Education	
or	
BEF 575 Found Educn Through Film	
or	
BEF 585 Language Politics & Education	
or	
BEF 607 Readings In Soc Of Ed	
or	
BEF 650 Theories of Race and Education	
or	
BEF 667 Multicult Soc Ed Leadershp	
or	
BEF 681 Ethics And Education	
Additional requirements:	
SPE 500 is only required if a survey of special education course was not completed as part of the undergraduate program or another graduate program.	0-3
Total Hours	30-33

Footnotes	
* Teaching field courses must include at least two areas (BSC, CH, PH, or GEO).	
Biology (6-12), Traditional Class A	
Code and Title	Hours
Required courses:	
CSE 530 Mod Sec School Program	3
CSE 576 Improving Science Teaching	3
CSE 565 Improvg Science Instr	3
Advisor-approved, graduate-level BER course or CSE 595 (approved by advisor)	3
CAT 531 Computer Based Instruction	3
Teaching field courses: BSC (500-level or above)	12
Foundations of Professional Studies:	
Select ONE of the following ALSDE approved diversity courses or contact advisor for additional approved courses:	3

BEF 503 or History Of Amer Educn	
BEF 507 Sociology Of Education	
or	
BEF 510 Phil Hist Socl Founds Ed	
or	
BEF 534 Multicultural Education	
or	
BEF 575 Found Educn Through Film	
or	
BEF 585 Language Politics & Education	
or	
BEF 607 Readings In Soc Of Ed	
or	
BEF 650 Theories of Race and Education	
or	
BEF 667 Multicult Soc Ed Leadershp	
or	
BEF 681 Ethics And Education	

Additional requirements:

SPE 500 is only required if a survey of special education course was not completed as part of the undergraduate program or another graduate program. 0-3

Total Hours **30-33**

Chemistry (6-12), Traditional Class A

Code and Title **Hours**

Required courses:

CSE 530 Mod Sec School Program 3

CSE 576 Improving Science Teaching 3

CSE 565 Improvg Science Instr 3

Advisor-approved, graduate-level BER course or CSE 595 (approved by advisor) 3

CAT 531 Computer Based Instruction 3

Teaching field courses: CH (500-level or above, advisor approved) **12**

Foundations of Professional Studies:

Select ONE of the following ALSDE approved courses or contact advisor for additional approved courses: 3

BEF 503 or History Of Amer Educn
BEF 507 Sociology Of Education
or
BEF 510 Phil Hist Socl Founds Ed
or
BEF 534 Multicultural Education
or
BEF 575 Found Educn Through Film
or
BEF 585 Language Politics & Education
or
BEF 607 Readings In Soc Of Ed
or
BEF 650 Theories of Race and Education
or
BEF 667 Multicult Soc Ed Leadershp
or
BEF 681 Ethics And Education

Additional requirements:

SPE 500 is only required if a survey of special education course was not completed as part of the undergraduate program or another graduate program. 0-3

Total Hours **30-33**

Physics (6-12), Traditional Class A

Code and Title **Hours**

Required courses:

CSE 530 Mod Sec School Program 3

CSE 576 Improving Science Teaching 3

CSE 565 Improvg Science Instr 3

Advisor-approved, graduate-level BER course or CSE 595 (approved by advisor) 3

CAT 531 Computer Based Instruction 3

Teaching field courses: PH (500-level or above, advisor approved) **12**

Foundations of Professional Studies:

Select ONE of the following ALSDE approved courses or contact advisor for additional approved courses: 3

BEF 503 or History Of Amer Educn
BEF 507 Sociology Of Education
or
BEF 510 Phil Hist Socl Founds Ed
or
BEF 534 Multicultural Education
or
BEF 575 Found Educn Through Film
or
BEF 585 Language Politics & Education
or
BEF 607 Readings In Soc Of Ed
or
BEF 650 Theories of Race and Education
or
BEF 667 Multicult Soc Ed Leadershp
or
BEF 681 Ethics And Education

Additional requirements:

SPE 500 is only required if a survey of special education course was not completed as part of the undergraduate program or another graduate program. 0-3

Total Hours **30-33**

Additional Teaching Fields and Overseas Program**English for Speakers of Other Languages (P-12), Traditional Class A**

Code and Title **Hours**

Required Courses:

CIE 578 Second Lang Test Assess Evaln 3

CIE 582 Dev Util Instr MatrIs 3

CAT 531 Computer Based Instruction 3

Foundations of Professional Studies: (Select ONE or contact advisor for additional approved courses.) * **3**

BEF 534 or Multicultural Education
BEF 503 History Of Amer Educn
or
BEF 507 Sociology Of Education
or
BEF 510 Phil Hist Socl Founds Ed
or
BEF 575 Found Educn Through Film
or
BEF 585 Language Politics & Education
or
BEF 607 Readings In Soc Of Ed
or
BEF 650 Theories of Race and Education
or
BEF 667 Multicult Soc Ed Leadershp
or
BEF 681 Ethics And Education

Teaching Field:

CIE 576	Linguistics Classroom Teachers *	3
CIE 577	Second Language Acquisition *	3
CIE 579	Tch English For Lang Prog/Pol	3

Select ONE from the following: 3

CRD 510 or Expanding Reading

CRD 511 Begin Rding Pre-K-Prim Grades

or

CEE 565 Clas & Mod Lit Early Child/Ele

or

CSE 555 Adolescent Literature

Internship:

CIE 597	Elementary/Secondary Internsh	6

Additional Requirements:

SPE 500 is only required if a special education survey course was not part of the undergraduate program or another graduate program.	0-3

Total Hours 30-33

Footnotes

* ALSDE approved course(s)

English for Speakers of Other Languages (P-12), Alternative Class A

Code and Title **Hours**

Curriculum and Teaching:

CIE 579	Tch English For Lang Prog/Pol	3
CSE 502	Bldng Hmnzng Cls Comm Sec Schl	3
CIE 562	Tesol: Basic Methods	3
CIE 582	Dev Util Instr Matrls	3

Teaching Field:

CIE 576	Linguistics Classroom Teachers	3
CIE 577	Second Language Acquisition	3
CIE 578	Second Lang Test Assess Evaln	3
CIE 592	Field Work	3

Summer Block in Cultural and Linguistic Immersion: Choose 3

CIE 594 via Summer FL Study Abroad OR one advisor approved graduate course providing immersion in a foreign language and/or culture.

Foundations of Professional Studies: (Select ONE or contact advisor for additional approved courses.) * 3

BEF 510 or Phil Hist Socl Found Ed

BEF 503 History Of Amer Educn

or

BEF 507 Sociology Of Education

or

BEF 534 Multicultural Education

or

BEF 575 Found Educn Through Film

or

BEF 585 Language Politics & Education

or

BEF 607 Readings In Soc Of Ed

or

BEF 650 Theories of Race and Education

or

BEF 667 Multicult Soc Ed Leadershp

or

BEF 681 Ethics And Education

Special Education coursework:

SPE 500 is required unless SPE 300 was completed prior to unconditional admission to this program. 0-3

Full-time Internship:

CIE 597	Elementary/Secondary Internsh ¹	6
EDU 500	Internship Seminar	1

Total Hours 37-40

Footnotes

* ALSDE approved course(s)

¹ Passing scores on the appropriate Praxis subject assessment for the teaching field are required for internship.

English Language Arts (6-12), Alternative Class A

Code and Title **Hours**

Curriculum and Teaching:

CSE 502	Bldng Hmnzng Cls Comm Sec Schl	3
CSE 579	Teach Sec School English	3
CSE 592	Field Work	3
CSE 563	Improvng English Instr	3

Teaching field courses: EN, JCM, COM, or TH (Must include TWO areas, graduate level.) ¹ 12

Foundations of Professional Studies: (Select ONE or contact advisor for additional approved courses.) * 3

BEF 510 or Phil Hist Socl Found Ed

BEF 503 History Of Amer Educn

or

BEF 507 Sociology Of Education

or

BEF 534 Multicultural Education

or

BEF 575 Found Educn Through Film

or

BEF 585 Language Politics & Education

or

BEF 607 Readings In Soc Of Ed

or

BEF 650 Theories of Race and Education

or

BEF 667 Multicult Soc Ed Leadershp

or

BEF 681 Ethics And Education

Evaluation of Teaching and Learning:

BER 550	Eval Classroom Learning	3

Special Education coursework:

SPE 500 is required if SPE 300 was not completed prior to unconditional admission. 0-3

Full-time Internship:

CSE 597	Internship ²	6

EDU 500	Internship Seminar	1
Total Hours		37-40

Footnotes

* ALSDE approved course(s)

¹ Teaching field courses must include at least two fields (EN, JCM, COM, or TH).

² **Passing scores on the appropriate Praxis subject assessment for the teaching field are required for internship.**

French, German, OR Spanish (6-12), Traditional Class A

Code and Title	Hours

Required Courses:

CSE 530	Mod Sec School Program	3
CIE 567	Improv Foreign Lang Instruct	3
CIE 578	Second Lang Test Assess Evaln (OR an advisor-approved, graduate-level BER course)	3
CAT 531	Computer Based Instruction	3
Advisor-approved elective		3

Teaching field courses in one foreign language (advisor approved, graduate level) 12

Foundations of Professional Studies: (Select ONE or contact advisor for additional approved courses.) * 3

BEF 534 or Multicultural Education
 BEF 503 History Of Amer Educn
 or
 BEF 507 Sociology Of Education
 or
 BEF 510 Phil Hist Socl Founds Ed
 or
 BEF 575 Found Educn Through Film
 or
 BEF 585 Language Politics & Education
 or
 BEF 607 Readings In Soc Of Ed
 or
 BEF 650 Theories of Race and Education
 or
 BEF 667 Multicult Soc Ed Leadershp
 or
 BEF 681 Ethics And Education

Additional requirements:

SPE 500 is only required if a special education survey course as not part of the undergraduate program or another graduate program. 0-3

Total Hours 30-33

Footnotes

* ALSDE-approved course(s)

Spanish (6-12)-Alternative Class A

Code and Title	Hours

Curriculum and Teaching:

CSE 502	Bldng Hmnzng Cls Comm Sec Schl	3
CIE 567	Improv Foreign Lang Instruct	3
CIE 578	Second Lang Test Assess Evaln	3

CIE 580	Teaching Foreign Languages ¹	3

CSE 592	Field Work ¹	3

Teaching field courses in Spanish (advisor approved, graduate level) ² 12

Foundations of Professional Studies: (Select ONE or contact advisor for additional approved courses.) * 3

BEF 510 or Phil Hist Socl Founds Ed
 BEF 503 History Of Amer Educn
 or
 BEF 507 Sociology Of Education
 or
 BEF 534 Multicultural Education
 or
 BEF 575 Found Educn Through Film
 or
 BEF 585 Language Politics & Education
 or
 BEF 607 Readings In Soc Of Ed
 or
 BEF 650 Theories of Race and Education
 or
 BEF 667 Multicult Soc Ed Leadershp
 or
 BEF 681 Ethics And Education

Special Education coursework:

SPE 500 is required if SPE 300 was not completed prior to unconditional admission. 0-3

Full-time Internship:

CSE 597	Internship ³	6
EDU 500	Internship Seminar	1

Total Hours 37-40

Footnotes

* ALSDE approved course(s)

¹ CIE 580 Teaching Foreign Languages and CSE 592 Field Work must be taken concurrently.

² At least 3 hours in the teaching field must be in foreign language study abroad or advisor-approved graduate course in foreign language and/or foreign culture.

³ **Passing scores on the appropriate Praxis subject assessment for the teaching field are required for internship.**

French, German, OR Spanish (P-12), Traditional Class A

Code and Title	Hours

Required Courses:

CEE 574	Guid Early Chld/Elem Pupil Lea	3
CIE 567	Improv Foreign Lang Instruct	3
CIE 578	Second Lang Test Assess Evaln	3
CSE 530	Mod Sec School Program	3
CAT 531	Computer Based Instruction	3

Teaching field courses in ONE foreign language (advisor approved, graduate level) 12

Foundations of Professional Studies: (Select ONE or contact advisor for additional approved courses.) * 3

BEF 534 or Multicultural Education

BEF 503 History Of Amer Educn
or
BEF 507 Sociology Of Education
or
BEF 510 Phil Hist Socl Founds Ed
or
BEF 575 Found Educn Through Film
or
BEF 585 Language Politics & Education
or
BEF 607 Readings In Soc Of Ed
or
BEF 650 Theories of Race and Education
or
BEF 667 Multicult Soc Ed Leadershp
or
BEF 681 Ethics And Education

Additional requirements:

SPE 500 is only required if a special education survey course as not part of the undergraduate program or another graduate program. 0-3

Total Hours 30-33

Footnotes

* ALSDE approved course(s)

Spanish (P-12)-Alternative Class A

Code and Title Hours

Curriculum and Teaching:

CSE 502	Bldng Hmnzng Cls Comm Sec Schl	3
CIE 567	Improv Foreign Lang Instruct	3
CIE 578	Second Lang Test Assess Evaln	3
CIE 580	Teaching Foreign Languages ¹	3
CIE 592	Field Work ¹	3

Teaching field courses in Spanish (advisor approved, graduate level) ² 12

Foundations of Professional Studies: (Select ONE or contact advisor for additional approved courses.) * 3

BEF 510 or Phil Hist Socl Founds Ed (or SDE approved diversity course)

BEF 503 History Of Amer Educn
or
BEF 507 Sociology Of Education
or
BEF 534 Multicultural Education
or
BEF 575 Found Educn Through Film
or
BEF 585 Language Politics & Education
or
BEF 607 Readings In Soc Of Ed
or
BEF 650 Theories of Race and Education
or
BEF 667 Multicult Soc Ed Leadershp
or

BEF 681 Ethics And Education

Special Education coursework:

SPE 500 is required if SPE 300 was not completed prior to unconditional admission. 0-3

Full-time Internship:

CIE 597	Elementary/Secondary Internsh ³	6
EDU 500	Internship Seminar	1

Total Hours 37-40

Footnotes

* ALSDE approved course(s)

¹ CIE 580 Teaching Foreign Languages and CSE 592 Field Work must be taken concurrently.

² At least 3 hours in the teaching field must be in foreign language study abroad or advisor-approved graduate course in foreign language and/or foreign culture.

³ **Passing scores on the appropriate Praxis subject assessment for the teaching field are required for internship.**

General Science (6-12), Alternative Class A

Code and Title Hours

Curriculum and Teaching:

CSE 565	Improv Science Instr	3
CSE 576	Improving Science Teaching	3
CSE 586	Teach Sec School Science	3
CSE 592	Field Work	3

Teaching field courses: BSC, CH, PH, GEO (Must include TWO areas, advisor approved, graduate level.) ¹ 12

Foundations of Professional Studies: (Select ONE or contact advisor for additional approved courses.) 3

BEF 510 or Phil Hist Socl Founds Ed
BEF 503 History Of Amer Educn
or
BEF 507 Sociology Of Education
or
BEF 534 Multicultural Education
or
BEF 575 Found Educn Through Film
or
BEF 585 Language Politics & Education
or
BEF 607 Readings In Soc Of Ed
or
BEF 650 Theories of Race and Education
or
BEF 667 Multicult Soc Ed Leadershp
or
BEF 681 Ethics And Education

Evaluation of Teaching and Learning:

BER 550	Eval Classroom Learning	3

Special Education coursework:

SPE 500 is required unless SPE 300 was completed prior to unconditional admission. 0-3

Full-time Internship:

CSE 597	Internship ²	6

EDU 500	Internship Seminar	1
Total Hours		37-40

Footnotes

* ALSDE approved course(s)

¹ Teaching field courses must include at least two fields (BSC, CH, PH, or GEO).

² **Passing scores on the appropriate Praxis subject assessment for the teaching field are required for internship.**

General Social Studies (6-12), Alternative Class A

Code and Title	Hours

Curriculum and Teaching:

CSE 502	Bldng Hmnzng Cls Comm Sec Schl	3
CSE 587	Teach Sec School Soc Sci	3
CSE 592	Field Work	3
CSE 564	Imprvg Soc Sci Instr	3
CSE 585	Inquiry in Social Studies	3

Teaching field courses: HY, PSC, GY, EC, PY, SOC (Must include TWO areas, advisor approved, graduate level) ¹ **12**

Foundations of Professional Studies: (Select ONE or contact advisor for additional approved courses.) ^{*} **3**

BEF 510 or Phil Hist Socl Founds Ed

BEF 503 History Of Amer Educn
or

BEF 507 Sociology Of Education
or

BEF 534 Multicultural Education
or

BEF 575 Found Educn Through Film
or

BEF 585 Language Politics & Education
or

BEF 607 Readings In Soc Of Ed
or

BEF 650 Theories of Race and Education
or

BEF 667 Multicult Soc Ed Leadershp
or

BEF 681 Ethics And Education

Evaluation of Teaching and Learning:

BER 550	Eval Classroom Learning	3

Special Education coursework:

SPE 500 is required if SPE 300 was not completed prior to unconditional admission. **0-3**

Full-time internship:

CSE 597	Internship ²	6
EDU 500	Internship Seminar	1

Total Hours **40-43**

Footnotes

* ALSDE approved course(s)

¹ Teaching field courses must include at least two fields.

² **Passing scores on the appropriate Praxis subject assessment for the teaching field are required for internship.**

Geography (6-12), Alternative Class A

Code and Title	Hours

Curriculum and Teaching:

CSE 502	Bldng Hmnzng Cls Comm Sec Schl	3
CSE 587	Teach Sec School Soc Sci	3
CSE 592	Field Work	3
CSE 564	Imprvg Soc Sci Instr	3
CSE 585	Inquiry in Social Studies	3

Teaching field courses (advisor approved, graduate level GY courses) **12**

Foundations of Professional Studies: (Select ONE or contact advisor for additional approved courses.) ^{*} **3**

BEF 510 or Phil Hist Socl Founds Ed

BEF 503 History Of Amer Educn
or

BEF 507 Sociology Of Education
or

BEF 534 Multicultural Education
or

BEF 575 Found Educn Through Film
or

BEF 585 Language Politics & Education
or

BEF 607 Readings In Soc Of Ed
or

BEF 650 Theories of Race and Education
or

BEF 667 Multicult Soc Ed Leadershp
or

BEF 681 Ethics And Education

Evaluation of Teaching and Learning:

BER 550	Eval Classroom Learning	3

Special Education coursework:

SPE 500 is required if SPE 300 was not completed prior to unconditional admission. **0-3**

Full-time Internship:

CSE 597	Internship ¹	6
EDU 500	Internship Seminar	1

Total Hours **40-43**

Footnotes

* ALSDE approved course(s)

¹ **Passing scores on the appropriate Praxis subject assessment for the teaching field are required for internship.**

History (6-12), Alternative Class A

Code and Title	Hours

Curriculum and Teaching:

CSE 502	Bldng Hmnzng Cls Comm Sec Schl	3
CSE 587	Teach Sec School Soc Sci	3
CSE 592	Field Work	3
CSE 564	Imprvg Soc Sci Instr	3
CSE 585	Inquiry in Social Studies	3

Teaching field courses: (advisor approved, graduate level HY courses) **12**

Foundations of Professional Studies: (Select ONE or contact advisor for additional approved courses.) * **3**

BEF 510 or Phil Hist Socl Founds Ed

BEF 503 History Of Amer Educn
orBEF 507 Sociology Of Education
orBEF 534 Multicultural Education
orBEF 575 Found Educn Through Film
orBEF 585 Language Politics & Education
orBEF 607 Readings In Soc Of Ed
orBEF 650 Theories of Race and Education
orBEF 667 Multicult Soc Ed Leadershp
or

BEF 681 Ethics And Education

Evaluation of Teaching and Learning:BER 550 Eval Classroom Learning **3****Special Education coursework:**SPE 500 is required if SPE 300 was not completed prior to unconditional admission. **0-3****Full-time Internship:**CSE 597 Internship ¹ **6**EDU 500 Internship Seminar **1****Total Hours** **40-43****Footnotes**

* ALSDE approved course(s)

¹ **Passing scores on the appropriate Praxis subject assessment for the teaching field are required for internship.****Mathematics (6-12), Alternative Class A****Code and Title** **Hours****Curriculum and Teaching:**CSE 502 Bldng Hmnzng Cls Comm Sec Schl **3**CSE 583 Teach Sec School Math **3**CSE 592 Field Work **3**CSE 566 Princpls MathEd: Tech/Lrn/Cur **3****Teaching field courses (12 credit hours, advisor approved, graduate level):**MATH 503 Algebra: Secondary Teachers **3**MATH 505 Geometry: Secondary Teachers **3**MATH 509 Data Analysis: Sec Teachers **3**MATH elective, advisor approved, 500-level or above **3****Foundations of Professional Studies: (Select ONE or contact advisor for additional approved courses.) *** **3**

BEF 510 or Phil Hist Socl Founds Ed

BEF 503 History Of Amer Educn
orBEF 507 Sociology Of Education
orBEF 534 Multicultural Education
orBEF 575 Found Educn Through Film
orBEF 585 Language Politics & Education
orBEF 607 Readings In Soc Of Ed
orBEF 650 Theories of Race and Education
orBEF 667 Multicult Soc Ed Leadershp
or

BEF 681 Ethics And Education

Evaluation of Teaching and Learning:BER 550 Eval Classroom Learning **3****Special Education coursework:**SPE 500 is required if SPE 300 was not completed prior to unconditional admission. **0-3****Full-time Internship:**CSE 597 Internship ¹ **6**EDU 500 Internship Seminar **1****Total Hours** **37-40****Footnotes**

* ALSDE approved course(s)

¹ **Passing scores on the appropriate Praxis subject assessment for the teaching field are required for internship.****Music Education (P-12), Traditional Class A****Code and Title** **Hours****Required Courses:**MUE 530 Mus Ed Curr Theory Dev **3**Select ONE from the following: **3**

MUE 522 General Music

or

MUE 525 Choral Techn Materials

or

MUE 526 Instrml Techn Materls

Teaching Field: **12**

Contact the graduate program coordinator to select 12 hours of MUA, MUS, MUE (500-level or above)

Foundations of Professional Studies:MUE 500 Foundatn Music Education **3**Select ONE course from the following ALSDE approved courses or contact advisor for additional approved courses: **3**

BEF 503 or History Of Amer Educn

BEF 507 Sociology Of Education

or

BEF 510 Phil Hist Socl Founds Ed

or

BEF 534 Multicultural Education

or

BEF 575 Found Educn Through Film

or

BEF 585 Language Politics & Education

or

BEF 607 Readings In Soc Of Ed or BEF 650 Theories of Race and Education or BEF 667 Multicult Soc Ed Leadershp or BEF 681 Ethics And Education	
Educational Research:	
MUE 540 Intro Research In Mued	3
Technology:	
CAT 531 Computer Based Instruction	3
Additional Requirements:	
SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program.	0-3
Total Hours	30-33

Music Education (P-12), Alternative Class A

Code and Title	Hours
Curriculum and Teaching:	
MUE 530 Mus Ed Curr Theory Dev	3
Select ONE from MUE 522, MUE 525, or MUE 526	3
Teaching Field:	
MUE 540 Intro Research In Mued	3
Three graduate-level courses in MUS, MUA or MUE approved by the graduate coordinator for MUE	9
Foundations of Professional Studies:	
MUE 500 Foundatn Music Education	3
Select ONE from the following ALSDE-approved courses or contact advisor for additional approved courses:	3
BEF 510 or Phil Hist Socl Founds Ed BEF 503 History Of Amer Educn or BEF 507 Sociology Of Education or BEF 534 Multicultural Education or BEF 575 Found Educn Through Film or BEF 585 Language Politics & Education or BEF 607 Readings In Soc Of Ed or BEF 650 Theories of Race and Education or BEF 667 Multicult Soc Ed Leadershp or BEF 681 Ethics And Education	
Technology:	
CAT 531 Computer Based Instruction	3
Evaluation of Teaching and Learning:	
BER 550 Eval Classroom Learning	3
Special Education coursework:	
SPE 500 is required unless SPE 300 was previously completed.	0-3
Full-time Internship:	
MUE 597 Practicum Music Education ¹	6

EDU 500 Internship Seminar	1
Total Hours	37-40

Footnotes

¹ Passing scores on the appropriate Praxis subject assessment for the teaching field are required for internship.

Non-Certification Overseas Program for Secondary Education, MA

This is a non-certification program offered only to overseas students. Completion of this program does not lead to professional educator licensure or certification.

A minimum of 30 hours of course credit must be earned, and a comprehensive assessment must be successfully completed. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C.

Overseas Program Course Requirements	Hours
Group I: Secondary Education Courses	
AREA 1. Required Courses. Students select ONE course from the following:	3
CSE 530 Mod Sec School Program	
CSE 532 Secondary Sch Curric	
AREA 2. Program Specifics. Students select FIVE courses from the following—OR select three or four courses from Program Specifics plus 6 or 3 hours of graduate credit courses* in the student's subject field.	15
CSE 563 Improvg English Instr	
CSE 564 Imprvg Soc Sci Instr	
CSE 565 Improvg Science Instr	
CSE 566 Princpls MathEd: Tech/Lrn/Cur	
CRD 512 Impr Read Second Schools	
CIE 577 Second Language Acquisition	
AREA 3. Educational Research	
BER 500 Intro Educatn Research	3
Credit Hours Subtotal:	21
Group II: Electives	
Students select THREE courses from the list below. Students may also choose courses not taken from the Group I list above or courses specifically aproved by the Office of International Programs.	9
BEF 503 History Of Amer Educn	
BER 550 Eval Classroom Learning	
CAT 531 Computer Based Instruction	
CIE 562 Tesol: Basic Methods	
CIE 576 Linguistics Classroom Teachers	
CSE 555 Adolescent Literature	
CSE 594 Problems	
CRD 511 Begin Rding Pre-K-Prim Grades	
SPE 500 Intro Exc Childr/Youth	
SPE 592 Adv Academc Methods Sec	
Total Hours	30

Footnotes

- * *Courses must have a graduate-level equivalent at The University of Alabama, be part of the curriculum in a graduate degree program, and be from a regionally accredited institution. Students must secure permission to enroll in transfer courses prior to enrolling in those courses.*

Transfer Credit

In compliance with regulations established by the Alabama State Department of Education and the Alabama Administrative Code, coursework used to meet Class B certification requirements may not be used to meet requirements for Class A certification.

Graduate School information for Transfer Credit (p. 15).

Accelerated Master's Program

The Accelerated Master's Program (AMP) in Secondary Education (Mathematics) allows students earning a bachelor's degree in mathematics with a Math Education minor to take courses that dual count toward the MA in Secondary Education (Mathematics) degree as well as toward the Alternative Class A certification program.

Undergraduate mathematics majors seeking AMP admission are required to complete the GRE general test with a score of 300 or higher. Fall semester admissions are made April through July 31st each year. Test scores must be received by August 1st. Interested students should contact program faculty for questions. More information can be found at our program recruitment website: <https://becomeamathteacher.ua.edu/>.

Information on the Accelerated Master's Program (p. 7).

Comprehensive Exam

In lieu of a comprehensive exam, students complete a Final Comprehensive Assessment.

For Music Education, a passing score on a comprehensive written exam covering the content of the curriculum is required. The written exam is scheduled during the last semester of enrollment. Students contact the Graduate Program Coordinator in the Music Education Office to arrange to take the exam.

Graduate School information on Comprehensive Exams (p. 15).

Plan I - Thesis Process Requirements

For Music Education, information about the thesis process including committee formation, scheduling of proposal and defense, IRB procedures, and formatting and submission are arranged with the Graduate Program Coordinator in Music Education. Students in Plan I present and defend a thesis in lieu of taking a comprehensive exam.

Plan II - Non-Thesis Process Requirements

For Music Education, a passing score on a comprehensive written exam covering the content of the curriculum is required. The written exam is scheduled during the last semester of enrollment. Students contact the Graduate Program Coordinator in the Music Education Office to arrange to take the exam.

Fieldwork/Practicum/Internship Requirements

CLINICAL PLACEMENTS

All Class A and Alternative Class A programs require extensive field experiences in diverse settings. The majority of field experiences must occur in P-12 schools, and at least half of the field experiences shall be in the candidate's teaching field or area of instructional support. These placements are in the greater Tuscaloosa area or surrounding counties, within a 50-70 mile radius (with the exception of music education and distance learning), in order to facilitate supervision of students. With approval, individuals who are employed in positions appropriate to the area of their current program may complete field experiences on the job, but those experiences must be planned with specific purposes and assessment.

All clinical placements in the College of Education relating to educator preparation are coordinated through the Office of Clinical Experiences.

Advanced clinical placement assignments are required. The placement may occur in the student's classroom provided there is support from school administration.

For the Alternative Class A Music Education, an internship placement in elementary and secondary education is required during the final semester of enrollment. The placements are arranged through the Music Education Office and the Office of Clinical Experiences.

Students enrolled in College of Education courses that require a clinical placement should obtain professional liability insurance. Professional liability insurance may be purchased through an independent insurer or is available to students who are members of the Student Alabama Education Association (SAEA).

TEACHING INTERNSHIP REQUIREMENTS

(Alternative Class A Program and Accelerated Master's Program)

The teaching internship is one of the most important experiences College of Education students have. It is generally regarded as the culminating activity of one's preparation to become a teacher. At The University of Alabama, the internship is a full-semester, full-time assignment.

Students must file internship applications with the Office of Clinical Experiences during the semester preceding the semester of the planned internship. The application process begins by attending a mandatory application session. The time, date, and place of the application session are announced at the beginning of each semester.

Students may apply to enroll for an internship if they meet the following criteria:

- The student must have completed all courses in the major or have approval from the faculty advisor and/or Department Chair to intern.
- The student must have achieved a minimum grade point average of 3.0 overall.
- The student must have achieved a minimum grade point average of 2.75 in each major, both for University of Alabama courses in each major and for combined University of Alabama courses and transfer courses in each major.
- The student must have achieved a minimum grade point average of 2.75 for professional education coursework.
- The student must have completed all methods courses and appropriate professional coursework with grades of "C" or higher.

- The student must have removed from the transcript any grade of incomplete ("I") recorded in required courses; grades of incomplete are treated as grades of "F."
- The student must show mastery of required standards in all courses completed prior to internship.
- The student must have earned passing scores on the appropriate Praxis subject assessment(s) for the teaching field.
- Portfolio requirements must be met.

Registration for Internship Credit Hours

Graduate students are required to register for the number of internship credit hours specified by their program. In some programs, graduate students may be allowed to choose a 6-hour registration or a 9-hour registration; course requirements are the same whether 6 hours or 9 hours are taken. Graduate students whose program requires two internship placements should register for two sections of internship (3 hours per section or 4.5 hours per section). Students enrolled for internship must not expect to be enrolled in other courses while interning.

Policy on Internship Placements

All internship placements are coordinated by the College of Education Office of Clinical Experiences. Placement sites are selected to ensure the quality of the internship experience and of the supervision provided by the cooperating teacher. All internship placements are in the greater Tuscaloosa area or surrounding counties, within a 50-70 mile radius (with the exception of music education and distance learning), in order to facilitate supervision of students by University of Alabama faculty or other designees of the department heads.

With approval, a candidate admitted to a traditional Class A or an Alternative Class A program who is employed in an Alabama school may complete the internship in the candidate's classroom if the candidate holds a valid Interim Employment Certificate (IEC) for the appropriate teaching field and assignment.

Students may apply for overseas internships if they meet certain criteria and if appropriate placements can be coordinated by the Consortium for Overseas Student Teaching (COST) and/or The University of Alabama. Applications for overseas internships are taken during January for placements for the next fall semester, and in May for placements the succeeding spring semester. Contact the Office of Clinical Experiences for additional information.

Internship Assignments

- Secondary education (6–12) interns with a comprehensive major may receive one or two internship assignments. If a candidate is seeking certification in two or more distinct teaching fields, an additional internship(s) will be required (unless the internship is defined according to the State-approved program.) If a candidate is seeking certification in two or more related fields, the internship may be divided between the two teaching fields.
- P–12 programs in foreign language or music education interns should expect to have a split internship assignment with an elementary and a secondary school.
- English for Speakers of Other Languages (ESOL) interns should expect to have a split internship assignment between an elementary and a secondary school or if ESOL interns are employed full-time as an ESOL teacher in a public school setting, they may complete one semester of internship in their own classroom under the supervision of their building principal and a first-term summer semester of internship in an ESOL summer program coordinated by the Office of

Clinical Experiences under the supervision of a University of Alabama ESOL faculty member.

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 15).

Additional Academic Requirements

Electronic Learning Management System Requirement

A designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School Information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 18).

Postsecondary Instruction

Graduate students in the MA program who have an interest in teaching in postsecondary institutions may take advantage of the program's flexibility to acquire a maximum of 18 hours in cognate field courses. Students who have this option in mind should coordinate the program of study carefully with their advisors.

Certification

All students must complete the proper application form for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall at least one semester in advance of graduation. A student who does not apply for professional certification within 60 months after completing the State-approved program will be required to meet the current program. Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education.

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Board of Education. The state requirements change from time to time and, accordingly, the department's requirements and programs are subject to change.

The associate dean for student services in the College of Education has been designated the teacher certification officer for the University. Students who need information about or assistance with certification should consult the associate dean for student services.

Traditional Class A Certification

The Alabama State Department of Education grants Class A professional educator certification in Secondary Education (6-12) teaching fields and P-12 teaching fields. To be eligible, candidates must hold appropriate prerequisite certification and must complete all requirements for the MA degree in the chosen program as described in this catalog, including a comprehensive assessment, state assessments (if applicable), and the *Praxis* subject assessment(s). The extensive professional portfolio completed by candidates will be used as a comprehensive assessment in lieu of a comprehensive exam. Candidates must present a GPA of at least 3.25 in all courses in the program, with no grade below a C.

According to Alabama regulations, individuals admitted to a Class A program based on a professional educator certificate from another state must earn the prerequisite Alabama certification before applying for Alabama Class A (master's level) certification.

Alternative Class A Certification

The Alabama State Department of Education grants Class A professional educator certification in Secondary Education (6-12) teaching fields and P-12 teaching fields. To be eligible, candidates must complete all requirements of the Alternative Class A program, including a comprehensive assessment, state assessments (if applicable), and the *Praxis* subject assessment(s). The extensive professional portfolio completed by candidates will be used as a comprehensive assessment in lieu of a comprehensive exam.

Accepted graduate students are encouraged to apply for College of Education scholarships and scholarships offered through UA Online (for distance learning students).

Funding for Math or Science (Traditional or Alternative Class A Programs)

Students completing Traditional or Alternative Class A programs in Math or Science who subsequently teach in Alabama public schools and reside in Alabama are eligible for tuition reimbursement up to a total of \$30,000. See the AMSTEP webpage of the Alabama Commission of Higher Education for specific requirements: <https://amstep.ache.edu/>.

Students who enroll in the Alternative Class A program in science are eligible to be considered for employment as teachers in the Tuscaloosa/Birmingham area with full pay and responsibilities under the Interim Employment Certificate. More information about the Interim Employment Certificate is available through the Alabama State Department of Education.

Funding for Music Education

Acquisition of Financial Support

Students in good standing in the Music Education Graduate Program may be supported by a graduate teaching assistantship (GTA) funded by the Department or School of Music at the .25 or .5 level. Both assistantship levels provide a stipend and benefits along with paid (partial or full) tuition and fees. Students awarded assistantships receive financial support through the first two years in the program for traditional master's degree students and the first three years for doctoral and EdS students who meet performance expectations and who do not meet any **Conditions for Termination of Financial Support** (see below).

Students will be informed of impending financial support termination at least one semester prior to the support termination date, except in special cases noted under **Conditions for Termination of Financial Support**. Doctoral students in good standing may petition the Music Education Department Chair for continued GTA support beyond the third

year on a semesterly basis. Petitions for continuing support must be submitted at least three months prior to the start of the final semester of guaranteed support.

Performance Expectations for Continuing Financial Support

To remain eligible for financial support, students must:

- Maintain good academic standing in the Music Education MA, EdS, EdD or PhD program.
- Adhere to all university, college, and department policies, including those related to ethical conduct and professional behavior.
- Complete all mandatory annual training and abide by all policies held by The University of Alabama, the College of Education, the Department of Music Education, and the School of Music.
- Perform all duties assigned as a graduate teaching assistant in a timely and professional manner, as defined by the Music Education Department Chair.
- For doctoral students, engage in research under the direction of a department-approved advisor beginning in the first semester of the third year, with continuous progress expected as guided by the advisor and dissertation committee.

Conditions for Termination of Financial Support

Students may face termination of financial support under the following conditions, pending administrative review by the Department. Depending on the severity of the infraction, the Department Chair —along with input from the Graduate Committee—may recommend *immediate termination*, *termination at the end of the current semester*, or *termination at the end of the following semester*.

1. **Dereliction of Duty** – Includes, but is not limited to:
 - Failure to comply with all university conduct policies.
 - Unexcused absences from assigned responsibilities.
 - Failure to satisfactorily complete GTA responsibilities as defined by the Music Education Department Chair.
2. **Academic Misconduct** – A resolved finding of academic misconduct may result in loss of financial support, with penalties determined in consultation with the Graduate School and/or College of Education and/or School of Music.
3. **Failure to Secure a Dissertation Advisor** – Students must secure a department-approved dissertation advisor at the beginning the first semester of their third year in the program. Students who fail to do so may lose financial support, at the discretion of department.
4. **Loss of Good Academic Standing** – Students placed on academic probation have one semester to return to good standing. Financial support will be terminated if good standing is not restored. Additionally, students who receive more than two grades of 'C' or at least one grade of 'D' or 'F' will undergo a faculty review, which may result in termination of financial support or dismissal from the program.
5. **Failure to Complete Annual Self Reviews** – Doctoral students must complete all required annual progress reviews in a timely manner. Failure to meet deadlines may result in probation and, if unresolved, termination of financial support.
6. **Insufficient Research Progress** – A student's dissertation committee evaluates research progress annually. If the committee determines that progress is inadequate, the student will have one probationary semester (fall, spring, or summer) to address deficiencies while maintaining financial support. Failure to meet expectations by the end of the probationary semester will result in immediate termination of financial support.

Department of Educational Leadership, Policy, and Technology Studies

- Majors
 - Educational Leadership, MA (p. 575)
 - Educational Leadership, EdS (p. 571)
 - Educational Leadership, EdD (p. 569)
 - Educational Leadership, PhD (p. 578)
 - Higher Education Administration, MA (p. 583)
 - Higher Education Administration, EdD (p. 581)
 - Higher Education Administration, PhD (p. 585)
 - Instructional Leadership, EdD (p. 588)
 - Instructional Leadership, PhD (p. 589)
 - Instructional Technology, MA (p. 593)
- Graduate Certificates
 - College Teaching (p. 568)
 - Instructional Technology (p. 592)
 - Social and Cultural Studies (p. 593)

Department Head

- Angela D. Benson

Professors

- Natalie Adams
- Angela D. Benson
- Nathaniel James Bray
- Nirmala Erevelles
- Donald L. Gilstrap
- Peter S. Hlebowitsh
- Karri Holley
- Bob L. Johnson
- Stephen G. Katsinas
- Claire Howell Major
- Douglas McKnight
- John Petrovic
- Jingping Sun

Associate Professors

- Becky Atkinson
- Andre R. Denham
- David Hardy
- Margaret L. Rice

Assistant Professors

- KC Culver
- Hee Jung Gong
- Heewon Jang
- Feiya Luo
- Jewoong Moon
- Anna Moyer

Clinical Professors

- Arleene Breaux
- Yvette Bynum
- Brenda Mendiola

Clinical Associate Professor

- James Hardin

Clinical Assistant Professors

- Blair Alexander
- William Bergeron
- Laura McNeill
- Benjamin White
- Akeisha Young

Program Coordinators

- William Bergeron, Educational Leadership (MA for Instructional Leader certification, Ed.S. for Instructional Leader certification, and Ed.S. for Teacher Leader certification)
- Nathaniel Bray and Arleene Breaux, Higher Education Administration (MA campus/online, Ed.D., Ph.D.)
- Arleene Breaux, Higher Education Administration (Executive Ed.D.)
- Nirmala Erevelles, Instructional Leadership (Ph.D. in Social and Cultural Studies and Graduate Certificate)
- Bob Johnson and Brenda Mendiola, Educational Leadership (Ed.D.)
- Claire Howell Major, Graduate Certificate in College Teaching
- Margaret L. Rice, Instructional Leadership (Ph.D. in Instructional Technology and Graduate Certificate and Instructional Technology, MA)
- Gavien Rutledge (acting), Instructional Leadership (Ed.D. for Nurse Educators)
- Jingping Sun, Educational Leadership (Ph.D.)
- Steven Yates, Educational Leadership (Ed.S. for School Library Media Specialist)

Educational Leadership

AEL520 Leadership for Communities

Hours 3

A study of the individual and group leadership skills needed to address issues affecting student learning, family engagement, and community support for school improvement efforts.

AEL521 Leadership for Improvement

Hours 3

Prepares prospective educational administrators working in the grade P-12 setting with instructional leadership skills. The course focuses on learning methods and strategies for program planning, design, implementation, and evaluation.

Higher Education

AHE500 Perspect High Educ Admin

Hours 3

How higher education has been shaped by the major trends in American society, how it has contributed to the development of this country, and what may be expected of higher education in the future. Higher education is also viewed in institutional and conceptual forms from the perspective of students, faculty, and administrators.

AHE503 Learning with Technology in Higher Education
Hours 3

This course provides students with an overview of the main issues surrounding the use of technology for the advancement of teaching in higher education settings. It includes some hands-on experiences designed to enhance the productivity and creativity of learning in both classroom and online environments.

Instructional Leadership

AIL600 Integr Tech Educ & Train
Hours 3

An examination of advanced applications of current and emerging instructional technological applications in a variety of settings and in the context of various fields of study and job environments. Technologies and applications addressed in current course include computers, the Internet, presentation media, and multimedia. Cognitive, product, and skill competencies are included. Cognitive competencies are integrated into product and skills evaluations. Products are required to reflect some competencies, while skills competencies are either observed directly or inferred from the products.

AIL601 Prin Instruct Technology
Hours 3

The doctoral level course provides an introduction to the historical , theoretical and philosophical foundations of the field of Instructional Technology (IT). The course allows students to explore current and emerging instructional technology tools and processes in the context of their domain of interest.

Educational Foundations

BEF503 History Of Amer Educn
Hours 3

An interpretive history of the educational and social movements and conflicts leading to understanding contemporary issues of educational aims, curriculum, teaching methodology, administrative policy, and the professionalization of teaching. Offered in alternate semesters and in summer school.

BEF504 Philosophy Of Educ
Hours 3

An examination into the meaning and purpose of education in light of major philosophical problems of knowledge, value, and reality. Offered in alternate semesters and in summer school.

Computers and Applied Technology

CAT531 Computer Based Instruction
Hours 3

This is an introductory course in the fundamentals of computer applications for educational use. The course explores current and emerging tools and trends for online learning strategies, communication, productivity, presentation, research, and classroom administration.

Instructional Technology

INTE532 Instructional Technology Design
Hours 3

This course provides an introduction to the elements of instructional design and their application to the design of technology-mediated instruction, with a primary focus on blended and online learning.

INTE533 Online Teaching and Learning
Hours 3

This course provides students with knowledge and skills in the methods of online teaching and learning, including the creation of effective online learning environments.

[View All Courses](#)

College Teaching Certificate

The Graduate Certificate in College Teaching is a 12-credit (4-course) sequence designed to help graduate students advance their understanding of teaching and learning in a variety of higher education settings. Students enrolled in the certificate program will be immersed in the theory, research, and practice related to college teaching. The intent of the Graduate Certificate in College Teaching is to help professionals better understand the increasingly complex and diversifying features of college teaching while focusing on key instructional and assessment concerns. It also aims to examine many of the issues unique to the professoriate in the United States. Students who complete the Certificate will have it listed on their transcripts.

Interested students should apply through the Graduate School's online application. The time limit to complete the certificate requirements is four years.

NOTE: This certificate is not a credential for teacher certification/licensure.

Admissions

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Graduate Certificate in College Teaching involves a short list of required courses and an elective related to a specific area of interest. Students also participate in a mentored teaching experience. The coursework includes:

Code and Title		Hours
AHE 503	Learning w/ Tech in Higher Ed	3
AHE 602	Problems In Higher Education	3
AHE 603	College & University Teaching	3
Please select from the following electives:		3
AHE 507	Student Development Theory I	
AHE 610	Academic Culture & Learn	
AHE 644	Sem Acad Progrm Dev Eval	
AIL 602	Electrnc Instruct Design	
AIL 604	Distance Technologies	
BEP 672	Teaching Ed Psych Coll	
BSC 695	Spec Topics Biolog Sci	
COM 501	Intro Tchng Public Speaking (may repeat 3 times)	
COM 505	Intro to Teaching Comm Studies (may repeat 3 times)	
COM 524	Forensics Pedagogy	
COM 551	Instructional Communication	
DNCA 503	Graduate Teaching Methods	
DNCA 565	Science of Dance Training	
FR 512	Practicum Appl Linguist	
GN 514	Teaching Methodology	
HY 600	Teaching History (1 credit hour)	

JCM 536	Teaching Multimedia News
MATH 591	Teaching College Math
NUR 531	Nsg Fac Roles and Resp
NUR 532	Instr Media Nursing Education (prerequisite: NUR 531)
NUR 620	Curriculum Theory & Practice
PY 695	Teaching Of Psychology
SP 502	Pract Appl Linguistics
TH 642	Teaching Acting
TH 643	Teaching Practicum
WS 503	Teaching Gender & Race
or another advisor-approved elective	

Total Hours**12**

Transfer Credit

Transfer credit is not accepted for the College Teaching Certificate.

Graduate School information on Transfer Credit (p. 15).

Time Limit for Certificate Completion

Graduate School Information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Educational Leadership, Ed.D.

The EdD is a professional degree designed to meet the needs of individuals seeking to improve their knowledge and skills as educational leaders. The EdD is intended to meet the growing demands that educational leaders must face as they address concerns related to instructional leadership, public accountability, increased globalization, diversity concerns, the emergence of new digital technologies and more. The EdD program is guided by a model of professional inquiry and reflection that emphasizes the development of key decision-making skills. Students examine the core content domains related to organizational theory, data-driven decision-making, law, supervision and evaluation, curriculum design, professional development, school economics, budget planning, and other relevant content areas. Knowledge taken from these domains facilitates the process of framing and critically addressing the problems of practice. The primary purpose of the EdD degree is to advance students' research-informed leadership and practice.

Admissions

Application and Entrance Requirements

The Educational Leadership Ed.D. program is offered online only. Doctoral students are admitted annually. Each applicant should submit a complete application for admission before the deadline of March 1 for fall admission. Applications past the deadline will be considered if space allows or due to exceptional circumstances.

Potential applicants should be aware that admission to the UA doctoral programs is a competitive process and that submitting an application does not guarantee admission. In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. A master's degree – A master's degree, earned prior to initial enrollment, from an accredited institution.
2. Reference Letters – The application must include three letters of professional and academic reference letters, including one from a current supervisor, as described in the Graduate School Application Process.
3. Purpose, Rationale and Career Statement – A statement of purpose which addresses the following: (1) the student's rationale for applying for the Ed.D.; (2) a statement regarding career/professional goals; and (3) a statement of how the student's rationale and career goals are consistent with the purpose of the Ed.D. degree as articulated by the Department and Program.
4. Writing Sample – An academic or professional writing sample written by the applicant within the last year that provides evidence of the student's writing ability.
5. Professional Experience – It should be noted that for the Ed.D. degree, experience in teaching and/or leadership are key factors considered in the admission process.
6. An updated résumé.
7. Prior to admission, applicants must provide evidence that they have completed courses in the following areas with the following parameters:
 - Special Education Course. Applicants must have taken a special education course with a grade of 'B' or better.
 - Graduate Level Statistics Research Course. In addition, if applicants have not taken BER 540 Statistical Methods In Educ or an acceptable/pre- approved masters-level equivalent within the last four years with a grade of 'B' or better, then if accepted into the doctoral program, students must complete this course before beginning the 12 hour research requirement.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

A minimum of 69 semester credit hours beyond the Masters degree is required for completion of the Ed.D. program. These 69 hours must consist of the following courses: Educational Leadership Courses (AEL) = 36 hours; Educational Foundations Courses (BEF) = 9 hours; Educational Research (BER) = 12 hours; Dissertation Hours = 12 hours. It should be noted that depending on coursework prior to admission to the Ed.D. program, that prerequisites for more advanced study in educational leadership may be required.

Educational Leadership (AEL) Course Requirements: *36 hours*: Ed.D. students must successfully complete a total of 36 semester hours to qualify for the degree. These requirements must be distributed as follows:

Core Educational Leadership (AEL) Requirements: *15 hours* – All doctoral students in Educational Leadership are required to take the core AEL course requirements at the University of Alabama. The AEL core consists of following 600-level courses:

Code and Title	Hours
Educational Leadership (AEL) Courses (Required Ed.D. Core Courses)	15
AEL 619 Politics Of Education	
AEL 650 Organizational Theory	
AEL 671 Survey Instructnl Superv	
AEL 675 Leadership/Organization Improv	
AEL 682 Lead & Org/Theory & Appl	
AEL Electives ¹	21
AEL 608 Educ Fin Theory/Pract	
AEL 611 Superintendency	
AEL 618 Adv Educational Law	
AEL 630 School Partnerships	
AEL 661 Major Issues and Trends	
AEL 664 Ed Policy/Dynamics of Change	
AEL 697 Seminar in Ed Leadership	
Foundations Courses ²	9
BEF 681 Ethics And Education	
BEF 642 Studies Philosophy Education	
BEF 695 Sem Curriculum Leadership	
Research Courses ³	12
BER 630 Qual Case Study Research	
BER 631 Inqry As Interp: Qual I	
BER 660 Eval I:Theory & Practice	
BER 661 Evaluation 2	
Dissertation	12
AEL 699 Dissertation Research	
Total Hours	69

Footnotes

- ¹ Beyond the AEL 15-hour core requirements, Ed.D. students are required to take 21 hours of AEL electives. All electives must be at the 600 or doctoral level. While the electives available have been identified and scheduled in advance for the Ed.D. cohort, other AEL 600-level courses may be approved by AEL program faculty. Note, this is the exception rather than the rule.
- ² While foundation course requirements for the Ed.D. have been identified and scheduled in advance for each Ed.D. cohort, other BEF 600-level courses may be approved by AEL program faculty. Note, this is the exception rather than the rule.
- ³ Prerequisite Statistics Requirement: BER 540 Statistical Methods In Educ – If students have not taken BER 540 or an acceptable/pre-approved masters-level equivalent within the last four years with a grade of 'B' or better, then students must complete this course before beginning the 12-hour research requirement. This prerequisite *cannot* be used to fulfill the 12-hour Research Requirement. While research course requirements for the Ed.D. have been identified and scheduled in advance for each Ed.D. cohort, other BER 600-level courses may be approved by AEL program faculty. This is the exception rather than the rule.

Transfer Credit

Transfer Parameters on AEL courses – Please note that as of April 2019, the following policies guide the transference of courses into the Ed.D. program:

- Applicants with an Ed.S. in leadership from The University of Alabama – For students with an Ed.S. from The University of Alabama *and* at the discretion of a student's program of study committee, up to 27 hours of the AEL Ed.S. may be counted toward the Ed.D. degree *if* the following parameters are met: (1) the course was completed no more than 5 years from the date of the student's admittance, (2) a grade 'B' or better (note, not a 'B-') was earned in the course, and (3) the course is not an independent study nor a "practicum" type course.¹
- Applicants with an Ed.S. in leadership not from University of Alabama – (*Effective April 1, 2017*) For students who have completed an Ed.S. at institutions other than the University of Alabama *and* at the discretion of a student's Program of Study committee, up to 27 hours of their Ed.S. program may be counted to the Ed.D. degree *if* the following parameters are met: (1) the institution from which the student took these courses is accredited; (2) the course(s) addresses a major curricular component of the Ed.D. program at the University of Alabama as captured in the Program's current array of doctoral AEL courses; (3) the course(s) was completed no more than 5 years from the date of the student's admittance, (4) a grade 'B' or better (note, not a 'B-') was earned in the course(s), and (5) the course is not an independent study nor a practicum course.
- Applicants with an Ed.S. in a specific curricular area of education, or in Teacher Leadership rather than in educational leadership, can also transfer up to 27 Ed.S. credit hours upon advisor approval if the above-mentioned requirements are met.
- All students must take the five core courses regardless of whether or the number of Ed.S. courses transferred into the Ph.D. program.
- Course transfer must be approved and signed by the advisor and submitted prior to or no later than the student's Program of Study is approved.

Transfer Parameters for Research Courses (*Effective April 1, 2012*) – Given the importance of research methods to doctoral study and the propensity of human knowledge to recede if not used on a consistent basis, faculty and students are strongly encouraged to minimize the number of research courses transferred into the doctoral program. Graduate level statistics courses taught by research faculty at other universities may be accepted for transfer only if the following conditions are met: (a) the institution from which the student took these courses is accredited; (b) the course taken was a doctoral level course; (c) the course was completed no more than 5 years from the date of the student's admittance to the UA doctoral program, and (d) the student received a grade of 'B' or better (note, not a 'B-') in the course.

Graduate Information on Transfer Credit (p. 21).

Doctoral Plan of Study

Graduate School information on the Doctoral Plan of Study can be found here (p. 21).

Comprehensive Exam

A comprehensive exam designed to assess the breadth and depth of a student's knowledge and skills is administered twice each academic year. It should be noted that the Doctoral Comprehensive Qualifying Exam is not offered in the Summer. Policies governing this exam are as follows:

1. Purpose of Comp Exam: The comprehensive exam is designed to assess the breadth and depth of a student's knowledge and skills based on the entire range of his/her doctoral course work and consistent with the purpose of the Ed.D. degree, as well as the ability to apply what they have learned to investigate and solve problems, and inform leadership.
2. Logistics of Exam: The exam committee chair selects questions and prepares the exam instruction based on the suggestions from the committee. The chair disseminates the exam instruction to the examination proctor, who coordinates the evaluation, and reports the results. Students may choose either to type or handwrite their examination. While it is appropriate for students to seek information from professors on the general domains to be examined, students should not solicit nor be given specific information regarding about the exam. Unless specified otherwise, the exam often takes place in October and March each year. Students are required to take and successfully pass this exam before they can formally begin the dissertation process and register for dissertation research hours (AEL 699 Dissertation Research).
3. Requirements for Taking Exam: Before sitting for the Comprehensive Exam, the following parameters must be met by the student:
 - Approved Program of Study – Students cannot sit for the Comprehensive exam unless his/her Program of Study has been both completed and officially approved.
 - Completed all AEL course requirements – Students cannot sit for the Comprehensive Exam unless they have completed all AEL course requirements (AEL core + electives) or are in the last semester of doing so.
 - Removal of all Incompletes from Academic Record – Students cannot sit for the Comprehensive Exam unless they have removed all Incompletes ('I') from their academic record.
 - Completion of Comprehensive Exam Application Form – Students cannot sit for the Comprehensive Exam unless they have completed and submitted the *Request To Take Comprehensive Exam Form*.

Graduate School information on Comprehensive Exams (p. 21).

Admission to Candidacy Requirements

Students are admitted to candidacy after they pass the comprehensive exam.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Enrollment Policy

Graduate information on Continuous Enrollment (p. 21).

Dissertation Requirements

Dissertation Research Requirements: *12 hours*: Ed.D. students are required to complete a minimum of 12 hours of AEL 699 Dissertation Research.

- Passing of Comprehensive Exam required – Students cannot register for AEL 699 Dissertation Research until after they have passed the Doctoral Comprehensive Exam.

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

A minimum of two academic years of graduate study beyond the master's degree is required for completion of Ed.D. degree.

Graduate School information on Time Limits (p. 21).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence information.

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

The doctoral program faculty will consider, select, and nominate students for the program's Graduate Research Assistantships and for the fellowships offered by the Graduate School. Students do not need to apply for this funding. Performance expectations for students who receive these assistantships and scholarships are consistent with those specified in the Graduate Catalog.

Accepted graduate students are encouraged to apply for College of Education scholarships and scholarships offered through UA Online.

Graduate School information on Financial Assistance (p. 254).

Educational Leadership, Ed.S.

The EdS degree in educational leadership requires a minimum of 30 hours and provides coursework for those seeking **Class AA Instructional Leader** certification or **Class AA Teacher Leader** certification. Additionally, a concentration in School Library Media Specialist, leading to **Class AA Library Media Specialist** certification, is also offered.

Admission and degree requirements for the Graduate School and for the College of Education are detailed in the relevant sections of this catalog. Admission and degree requirements are subject to change and may be under revision at the time of publication. Please check with the Office of Student Services and Certification or the Department of Educational Leadership, Policy, and Technology Studies for the most current information.

The Graduate Catalog is published annually. State-approved program checklists may be updated more frequently and are thus likely to provide the most up-to date information about requirements. A current program checklist may be obtained from the program office. Students should consult their advisors each semester before registering.

Admissions

See the Admission Criteria section of this catalog for more information.

Class AA Instructional Leader (P-12) Certification

To be considered, applicants must qualify for regular admission to the program.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission, applicants must:

- 1. hold a valid Alabama Class A Professional Educator certificate in Instructional Leadership or a valid Class A Professional Leadership certificate.
- 2. meet one of the following criteria:
 - currently serving as a superintendent, assistant or associate superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator or evaluator;
 - three years of experience in an instructional leadership position; OR
 - demonstrate each of the abilities in the Class A Instructional Leadership standards.

Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

Class AA Teacher Leader (P-12) Certification

To be considered, applicants must:

- 1. hold a valid master's level professional educator certificate in any teaching field or area of instructional support,
- 2. have a minimum of three full years of full-time teaching experience in a P-12 setting, and
- 3. submit a portfolio containing:
 - a. three (3) letters of recommendation, including one from the applicant's current principal
 - b. a copy of the applicant's professional development transcript from PowerSchool
 - c. evidence of the ability to positively affect student achievement [This should include things that the applicant has done to help improve student learning.]
 - d. evidence of collaborative leadership potential [This should include any formal and informal leadership role(s) the applicant has held.]
 - e. a current resume

Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

In order to maintain compliance with the Alabama Board of Education, admission and program requirements are subject to change. Admission forms and requirements, specific program parameters, departmental policies and contact information can be found at the departmental website. Students should consult with their advisors before registering each semester.

Curricular Requirements

Class AA Instructional Leader (P-12) Certification

Individuals must meet ALSDE requirements for "unconditional admission" to the Class AA Instructional Leadership program or the institution's Class AA Teacher Leader program before enrolling in ANY instructional leadership courses in the program.

This course listing applies to those who begin this program June 13, 2024, and thereafter. A comprehensive exam is required, and candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C. Students should consult with their advisors before registering each semester.

Class AA Instructional Leader (P-12)		Hours
Required Courses:		
AEL 631	Strategic Leadership	3
AEL 632	Leading Learning Through Curr	3
AEL 633	Leading Adult Learners	3
AEL 634	Develop. & Supervision of HR	3
AEL 635	Ethical and Legal Issues	3
AEL 636	School Finance & Finan. Mgt.	3
AEL 637	Leadership and Social Systems	3
AEL 638	Solving Problems of Practice	3
Advisor-approved BER research course at the 600 level		3
Foundations of Professional Studies:		
(Choose ONE from these ALSDE approved courses or contact advisor for additional approved courses.)		3
BEF 607 or Readings In Soc Of Ed		
BEF 650 Theories of Race and Education		
or		
BEF 667 Multicult Soc Ed Leadershp		
or		
BEF 681 Ethics And Education		

Additional Requirements:	
SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program.	0-3
Total Hours	30-33

Class AA Teacher Leader (P-12) Certification

This course listing applies to those who begin this program June 13, 2024, and thereafter. A comprehensive exam is required, and candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C.

Courses taken for Class A certification and credits over six years old cannot be counted toward this degree. The certification programs of the department have been designed to fulfill current requirements of the Alabama State Board of Education.

Class AA Teacher Leader (P-12)		Hours
Teacher Leader Core:		
CIE 645	Prof Cont: Tchng & Lrng Com	3
AEL 612	Instruc Supv Mentor Trng	3
AEL 633	Leading Adult Learners	3
AEL 635	Ethical and Legal Issues	3
AEL 661	Major Issues and Trends	3
AEL 697	Seminar in Ed Leadership	3
Problem-based Research:		
BER 660	Eval I:Theory & Practice	3
AEL 638	Solving Problems of Practice	3
Foundations of Professional Studies:		
(Choose ONE from these ALSDE approved courses or contact advisor for additional approved courses.)		3
BEF 607 or Readings In Soc Of Ed		

BEF 650 Theories of Race and Education

or

BEF 667 Multicult Soc Ed Leadershp

or

BEF 681 Ethics And Education

Additional Requirements/Electives:

Advisor-approved elective	3

SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program.	0-3

Total Hours	30-33

Transfer Credit

Courses taken for Class A certification and credits over six years old cannot be counted toward this degree.

Graduate School information on Transfer Credit (p. 18).

Comprehensive Exam

Students must complete a comprehensive assessment during their last semester of coursework. Assessment dates are announced in the first week of each semester. Assessment structure is based on each student's course of study. Students will have a minimum of 14 calendar days to complete the assessment. Submissions are assessed by members of the program committee.

Graduate School information on Comprehensive Exams (p. 18).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 18).

Additional Academic Requirements

Electronic Learning Management System Requirement

A designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Survey of Special Education Course

A survey of special education course is required. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program on July 1, 2017, and thereafter, must take an approved course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C.

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 18).

Certification

To be awarded Alabama Class AA Instructional Leader certification, students must:

- earn a passing score on a comprehensive assessment covering the content of the program,
- maintain a GPA of at least 3.5 (effective July 1, 2017) on all courses with no grade below a C,
- hold a valid, appropriate, prerequisite Alabama certificate, and
- complete the State Department of Education certification application forms

To be awarded Alabama Class AA Teacher Leader certification, students must:

- earn a passing score on a comprehensive assessment covering the content of the program,
- maintain a GPA of at least 3.5 (effective July 1, 2017) on all courses with no grade below a C, and
- complete the State Department of Education certification application forms

Students must complete the proper application form for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall at least one semester in advance of graduation. A student who does not apply for professional certification within 60 months after completing the state-approved program will be required to meet the current program. Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education.

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Department of Education. In order to maintain compliance with the Alabama Board of Education, admission and program requirements are subject to change. Admission forms and requirements, specific program parameters, departmental policies and contact information can be found at the departmental website.

The associate dean for student services in the College of Education has been designated the teacher certification officer for the University. Students who need information about or assistance with certification should consult the associate dean for student services.

Class AA School Library Media Specialist (Concentration in School Library Media Specialist)

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application requires valid, master's level certification as a School Library Media Specialist and at least two full years of full-time acceptable P-12 professional educational work experience. Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

Changes to Certification Programs

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Board of Education. In order to maintain compliance with the Alabama Board of Education, admission and program requirements are subject to change. For the most current information, please check with the Office of Student Services and Certification or the Program in School Library Media.

Curricular Requirements

A minimum of 30 hours of appropriate work beyond the MA degree and a passing score on a comprehensive assessment are required for the educational specialist degree.

This course listing applies to candidates having appropriate prior certification. Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C. At least 15 semester hours of the 30 semester hour total must be at the 600-level. All requirements must be completed during the 6 years preceding the date on which the degree is to be awarded. Students should consult with their advisors before registering each semester.

Code and Title	Hours
Instructional Support Area	
Select 12 hours from the following 500-level courses:	12
LS 508 Management Theory and Practice	
LS 520 or Early Child Lit & Story Prog (if not previously completed)	
LS 521 Matl & Serv Children	
LS 541 Youth Programming	
LS 543 Trad. & Digital Storytelling	
LS 544 Cultural Div Prog Youth & Fam *	
LS 580 Outreach to Diverse Population	
LS 581 Universal Design for Info Tech	
LS 583 Social Aspects of Information	
Select 12 hours from the following 600-level courses:	12
AEL 612 Instruc Supv Mentor Trng (or advisor-approved course)	
AEL 697 Seminar in Ed Leadership (or advisor-approved course)	
LS 620 Graphic Novels - Youth	
LS 621 Intercultural Youth Lit *	
LS 622 Collab. through School Libs	
LS 623 School Lib. Admin	

Educational Research		
LS 698	Ind Research School Lib Leader	3
Foundations of Professional Studies		
Select ONE of the following courses:		3
BEF 607	Readings In Soc Of Ed *	
BEF 639	Educ Theory And Policy	
BEF 640	Studies History Of Education	
BEF 641	Studies Social Foundatn Educatn	
BEF 650	Theories of Race and Education *	
BEF 681	Ethics And Education *	
Any 600-level BEP course		
or another advisor-approved foundations course		
Additional requirement		0-3
SPE 500	Intro Exc Childr/Youth (Required ONLY IF a survey of special education course was not completed previously.)	
Total Hours		30-33

Footnotes

* *ALSDE-approved course(s)*

Transfer Credit

Classes taken for Class A certification and credits over six years old cannot be counted toward this degree.

Graduate School information on Transfer Credit (p. 18).

Comprehensive Exam

Students must complete a comprehensive assessment during their last semester of coursework. Assessment dates are announced in the first week of each semester. Assessment structure is based on each student's course of study. Students will have a minimum of 14 calendar days to complete the assessment. Submissions are assessed by members of the program committee.

Graduate School information on Comprehensive Exams (p. 18).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 18).

Additional Academic Requirements

Electronic Learning Management System Requirement

A designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Survey of Special Education Course

A survey of special education course is required. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program on July 1, 2017, and thereafter, must take an approved course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

Graduate School information on Additional Academic Requirements (p. 18).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C.

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 18).

Certification

To be awarded Alabama Class AA School Library Media Specialist certification, students must:

- earn a passing score on a comprehensive assessment documenting mastery of the curriculum
- maintain a GPA of at least 3.5 on all courses with no grade below a C
- hold valid, prerequisite Alabama Class A School Library Media Specialist certification
- complete an application for certification through the Alabama State Department of Education

Students must complete the proper application form for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall at least one semester in advance of graduation. A student who does not apply for professional certification within 60 months after completing the state-approved program will be required to meet the current program. Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education.

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Department of Education. The state requirements change from time to time and, accordingly, the department's requirements and programs are subject to change.

The associate dean for student services in the College of Education has been designated the teacher certification officer for the University. Students who need information about or assistance with certification should consult the associate dean for student services.

Accepted graduate students are encouraged to apply for College of Education scholarships and scholarships offered through UA Online.

Graduate School information on Financial Assistance (p. 254).

Educational Leadership, MA

A Master of Arts degree (30 semester hours) in educational leadership leading to Alabama Class A Instructional Leader certification provides students with initial certification in Alabama for Instructional Leadership in P-12 schools. The coursework provides students with a thorough knowledge and understanding of the central concepts, tools of inquiry, and structures in the field of instructional leadership. Candidates learn to work with students, families, and communities in ways that reflect the professionalism and expertise expected of educational leaders. The program content is consistent with state and national standards. A *reduced-hour* option to earn Class A Instructional Leader certification is available for applicants who qualify.

An Overseas master's degree program in Educational Leadership is available to overseas students. The Overseas program does not lead to professional licensure or certification.

The Graduate Catalog is published annually. For certification programs, State-approved program checklists may be updated more frequently and are thus likely to provide the most up-to date information about requirements. A current program checklist may be obtained from the program office. Students should consult their advisors each semester before registering.

Admissions

See the Admission Criteria section of this catalog for more information.

Admission requirements for the MA in Educational Leadership with Class A Instructional Leader certification

Applicants must earn regular admission to the Instructional Leadership program. In addition to meeting admission requirements of the Graduate School and the College of Education, applicants must meet the following additional requirements for admission to the Educational Leadership/MA program leading to Class A Instructional Leader certification:

- a valid Alabama Class B professional educator certificate in a teaching field or a valid Alabama Class A professional educator certificate in a teaching field or instructional support area,
- Experience Option One: a minimum of three full years (or six full semesters) of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 classroom teaching experience,

OR

Experience Option Two: Alabama Class A certification as a library media specialist or school counselor, seven full years of full-time employment, in the same school system, as a library media specialist or school counselor in a P-12 setting if admitted Spring 2022 or thereafter,

- the submission of a portfolio before the interview,
- an application to the educational leadership department,
- passing an interview conducted by the program committee, and
- submission of a writing sample

The application portfolio must include:

- a. three letters of recommendation, one of which must be from the applicant's principal or direct supervisor; applicants applying under Experience Option Two must provide a written recommendation from the current employing superintendent

- b. a completed copy (all forms) of the most recent performance evaluation including the professional development component, if available
- c. a copy of the candidate's professional development transcript from PowerSchool
- d. evidence of ability to improve student achievement
- e. evidence of collaborative leadership potential [This should include any formal and informal leadership role(s) held.]
- f. a summary of the candidate's reasons for pursuing the certification in instructional leadership
- g. a summary of what the candidate expects from the certification program
- h. a current resume

Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

Admission Requirements for the Reduced-Hour Option leading to Class A Instructional Leader (certification only)

Applicants must earn regular admission to the Instructional Leadership program. Individuals holding a valid, Alabama Class A professional educator certificate may apply for admission to the reduced-hour option to pursue certification only.

Minimum requirements include:

- a valid Alabama Class A professional educator certificate in a teaching field or instructional support area,
 - a minimum of three full years (or six full semesters) of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 classroom teaching experience,
 - Experience Option One: a minimum of three full years of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 classroom teaching experience,
- OR
- Experience Option Two: Alabama Class A certification as a library media specialist or school counselor, seven full years of full-time employment, in the same school system, as a library media specialist or school counselor in a P-12 setting if admitted Spring 2022 or thereafter,
- a graduate GPA of 3.0 or above on a 4.0 scale,
 - submission of a portfolio before participation in the assessment process, which will include an interview, and
 - submission of a writing sample.

The application portfolio must include:

- a. three letters of recommendation, one of which must be from the applicant's principal or direct supervisor; applicants applying under Experience Option Two must provide a written recommendation from the current employing superintendent

- b. a completed copy (all forms) of the most recent performance evaluation including the professional development component, if available
- c. a copy of the candidate's professional development transcript from PowerSchool
- d. evidence of ability to improve student achievement
- e. evidence of collaborative leadership potential [This should include any formal and informal leadership role(s) held.]
- f. a summary of the candidate's reasons for pursuing the certification in instructional leadership
- g. a summary of what the candidate expects from the certification program
- h. a current resume

Applicants to the reduced-hour option must also meet the fingerprinting requirement (p. 525) for background clearance.

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

Admission Requirements for the Non-Certification Overseas Program for Educational Leadership, MA

To be considered for regular admission to an International Programs graduate program in the College of Education, a student must meet the minimum Graduate School admission requirements

**Curricular Requirements
MA in Educational Leadership with Class A Instructional Leader certification**

Individuals must meet ALSDE requirements for "unconditional admission" before enrolling in ANY instructional leadership courses in the program.

This course listing applies to those who begin this program June 13, 2024, and thereafter. A minimum of 30 hrs of appropriate graduate work, successful completion of a comprehensive exam, and passing scores on the appropriate Praxis subject assessment are required. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C.

Educational Leadership, MA (Class A Instructional Leader)		Hours
Instructional Support Area:		
AEL 520	Leadership for Communities *	3
AEL 521	Leadership for Improvement	3
AEL 522	Teaching and Learning	3
AEL 523	Human Resource Development	3
AEL 524	Ethics and Law	3
AEL 525	Management	3
AEL 526	Data Informed Decision Making	3
Educational Research:		
BER 540	Statistical Methods In Educ	3
Foundations of Professional Studies:		
(Choose ONE of these ALSDE approved courses* or contact advisor for additional approved courses.)		3
BEF 503 or History Of Amer Educn		
BEF 507 Sociology Of Education		
or		

BEF 510 Phil Hist Socl Founds Ed
or
BEF 534 Multicultural Education
or
BEF 575 Found Educn Through Film
or
BEF 585 Language Politics & Education
or
BEF 607 Readings In Soc Of Ed
or
BEF 650 Theories of Race and Education
or
BEF 667 Multicult Soc Ed Leadershp
or
BEF 681 Ethics And Education

Internship: 3

AEL 527 Internship in Educ Leadership

Additional Requirements:

SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program. 0-3

Total Hours 30-33

Footnotes

* ALSDE-approved course(s)

Reduced-Hour Option leading to Class A Instructional Leader (certification only)

Individuals must meet ALSDE requirements for "unconditional admission" before enrolling in ANY instructional leadership courses in the program.

Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C. Successful completion of a comprehensive exam and passing scores on the appropriate Praxis subject assessment are required.

Reduced-Hour Option for Class A Instructional Leader (certification only)

AEL 520 Leadership for Communities * 3

AEL 521 Leadership for Improvement 3

AEL 523 Human Resource Development 3

AEL 524 Ethics and Law 3

AEL 525 Management 3

Internship: 3

AEL 527 Internship in Educ Leadership

SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program. 0-3

Total Hours 18-21

Footnotes

* ALSDE-approved course

Non-Certification Overseas Program for Educational Leadership, MA

This is a non-certification program available only to overseas students. Completion of this program does not lead to professional licensure or certification.

A minimum of 30 hours of course credit must be earned, and a comprehensive exam must be successfully completed. Candidates must

present a GPA of at least 3.25 on all courses in the program, with no grade below a C.

Overseas Program Course Requirements

Instructional Support Area

AEL 530 Intro to Ed Leadership 3

AEL 531 Evidence-based Decision Making 3

AEL 532 Supervision and Mentoring 3

AEL 533 Mngmt and Strategic Planning 3

AEL 534 Leadership & Org Theory 3

AEL 535 Leadership of Curr & Instruc. 3

Credit Hours Subtotal: 18

Educational Research

BER 500 Intro Educatn Research 3

Electives* (Select THREE 3-hour courses from the list below.) 9

BER 550 Eval Classroom Learning

BEF 503 History Of Amer Educn

SPE 500 Intro Exc Childr/Youth

CEE 594 Problems

CAT 531 Computer Based Instruction

Total Hours 30

Footnotes

* Additional courses may be approved by the Office of International Programs.

Transfer Credit

In compliance with regulations established by the Alabama State Department of Education and the Alabama Administrative Code, coursework used to meet Class B certification requirements may not be used to meet requirements for Class A certification.

Graduate School information on Transfer Credit (p.).

Comprehensive Exam

Students must complete a comprehensive assessment during their last semester of coursework. Assessment dates are announced in the first week of each semester. Assessment structure is based on each student's course of study. Students will have a minimum of 14 calendar days to complete the assessment. Submissions are assessed by members of the program committee.

Graduate School information on Comprehensive Exams (p.).

Fieldwork/Practicum/Internship Requirements

For certification programs, field experience objectives, including progression from observation through participation to leadership behaviors are embedded in each course and assessed by the faculty member of record for each course. This collaborative model requires that LEAs provide release time for candidates and for universities to work with LEAs so that the candidate's experiences are comprehensive and valuable. The internship experiences are the total sum of practical experiences, either field or clinical, as part of every course taken for preparation, plus a residency. The residency is uninterrupted service in an active P-12 school with students present for the equivalent of ten full days. For students in the Class A Instructional Leader program, internships are coordinated through the Department of Educational Leadership, Policy, and Technology Studies.

Students enrolled in College of Education courses that require a clinical placement should obtain professional liability insurance. Professional liability insurance may be purchased through an independent insurer or is available to students who are members of the Student Alabama Education Association (SAEA).

Time Limits for Degree Completion

Graduate School information on Time Limits (p.).

Additional Academic Requirements

Electronic Learning Management System Requirement

A designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Survey of Special Education Course

A survey of special education course is required. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class A program on July 1, 2017, and thereafter, must take an approved course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

Praxis Requirement

For the Class A Instructional Leader program (MA and reduced-hour option), a passing score on the appropriate Praxis subject assessment is required for certification. This requirement does not apply to the Overseas program.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p.).

Certification

To be awarded Alabama Class A Instructional Leader certification, students must:

- maintain a GPA of at least 3.25 (effective July 1, 2017) on all courses with no grade below a C,

- receive a passing score on a comprehensive assessment documenting mastery of the curriculum,
- successfully complete the internship and residency,
- receive a passing score on the required Praxis subject assessment,
- complete a survey of special education course (SPE 300 Survey Spec Accomd Stratg or SPE 500 Intro Exc Childr/Youth) or its equivalent.

All students must complete the proper application form for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall at least one semester in advance of graduation. A student who does not apply for professional certification within 60 months after completing the state-approved program will be required to meet the current program. Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education.

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Department of Education. The state requirements change from time to time and, accordingly, the department's requirements and programs are subject to change.

The associate dean for student services in the College of Education has been designated the teacher certification officer for the University. Students who need information about or assistance with certification should consult the associate dean for student services.

The Overseas program does not lead to professional certification.

Accepted graduate students are encouraged to apply for College of Education scholarships and scholarships offered through UA Online.

Graduate School information on Financial Assistance (p. 254).

Educational Leadership, Ph.D.

The purpose of the Doctor of Philosophy (Ph.D.) degree programs is to prepare students for a career in the professoriate as well as for work as a policy analyst, researcher, consultant, or school practitioner. The Ph.D. degree in Educational Leadership requires extensive contact with and immersion in the university research and teaching culture.

The Ph.D. program emphasizes the development of theoretical thinking and knowledge applications in the field of educational leadership.

Two delivery formats of Ph.D. programs in Educational Leadership are offered: online and on-campus.

Admissions

Doctoral students are admitted annually. Each applicant should submit a complete application for admission before the deadline of **March 1** for fall admission. (Applications past the deadline will be considered if space allows or due to exceptional circumstances).

Potential applicants should be aware that admission to the UA doctoral programs is a competitive process and that submitting an application does not guarantee admission. In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A master's degree – A master's degree, earned prior to initial enrollment, from an accredited institution.
- Reference Letters – The application must include three letters of professional and academic reference, including one from a current supervisor.

- Purpose, Rationale, and Career Statement – Students who apply to the Ph.D. degree must provide a convincing written rationale as to why they wish to pursue this degree, and how its focus/purposes are consistent with their career goals. Applicants whose interests are deemed inconsistent with this focus/purposes of Ph.D. degree—yet who are otherwise qualified for doctoral study—will be encouraged to apply to the Department's Ed.D. program. This purpose statement must address the following: (1) the student's rationale for applying for the Ph.D.; (2) a statement regarding career and professional goals; and (3) a statement of how the student's rationale and career goals are consistent with the purpose of the Ph.D. degree as articulated by the Department and Program.
- Professional Experience – While for the Ed.D. degree, experience in teaching and or leadership are key factors considered in the admission process, these factors are desirable yet less important for the Ph.D. degree.
- Writing Sample – Applicants are required to include a recent sample (within the last year) of their academic or professional writing.
- An updated resume.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

A minimum of 66 semester credit hours beyond the master's degree is required for completion of the Ph.D. program. These hours are distributed as follows:

- Students must successfully complete the 15-hour AEL Core plus 9 additional hours of AEL electives or the advisor-approved equivalent of AEL leadership electives.
- A 9-hour set of Education Foundation courses is also required. Students may take any graduate-level BEF or BEP course and/or any non-research methods courses outside of the AEL Program to fulfill this requirement.
- Students must also complete 15 semester hours of Educational Research (BER) and enroll in a minimum of 18 hours of dissertation AEL 699 Dissertation Research.

Prerequisites

Prior to admission, applicants must provide evidence that they have completed a course in the following areas with the following parameters:

- Special Education Course – Applicants must have taken a special education with a grade of 'B' or better.
- Graduate Level Statistics Research Course – In addition, if applicants have not taken BER 540 – Quantitative Methods I (Intro to Statistical Methods) or an acceptable pre-approved masters-level equivalent within the last four years with a grade of 'B' or better, then if accepted into the doctoral program, students are required to complete this course before beginning the 12-hour research requirement.

Educational Leadership, Ph.D.		Hours
Educational Leadership Core Courses (15 credit hours)		
AEL 619	Politics Of Education	3
AEL 650	Organizational Theory	3
AEL 671	Survey Instructnl Superv	3
AEL 675	Leadership/Organization Improv	3
AEL 682	Lead & Org/Theory & Appl	3
Educational Leadership Electives (Select 3 from the following courses.)		9
AEL 661	Major Issues and Trends	

AEL 664 Ed Policy/Dynamics of Change

AEL 697 Seminar in Ed Leadership

or select other courses with advisor approval

Foundations Courses 9

Select 3 from the following three categories of courses or select other courses with advisor approval.

1. Foundation Courses

BEF 667 Multicult Soc Ed Leadership

BEF 681 Ethics And Education

BEF 695 Sem Curriculum Leadership

2. Instructional Technology Courses

AIL 601 Prin Instruct Technology

AIL 602 Electrnc Instruct Design

AIL 604 Distance Technologies

AIL 631 Administrative Technology

AIL 690 Sem Instructional Technology

3. College Teaching Courses

AHE 503 Learning w/ Tech in Higher Ed

AHE 602 Problems In Higher Education

AHE 603 College & University Teaching

AHE 688 Mentored Teaching

Research Courses 15

Select 5 courses from the following:

BER 600 Survey of Educational Research

BER 603 Survey Research In Educ

BER 630 Qual Case Study Research

BER 631 Inqry As Interp: Qual I

BER 640 Adv Statistical Methods in Ed

BER 642 Advanced Regression Methods

BER 643 Multivariate Statistics

BER 646 Structural Equation Modl *

BER 647 Exp Res Design: Single Case

BER 657 Psychometric Theory

BER 660 Eval I:Theory & Practice

BER 661 Evaluation 2

BER 663 Casual Inference **

BER 664 Multilevel & Longitudinal Mod ***

Dissertation 18

AEL 699 Dissertation Research

Total Hours 66

Footnotes

* Students who want to take BER 646 Structural Equation Modl need to take the following progression: BER 540 Statistical Methods In Educ, BER 640 Adv Statistical Methods in Ed, and BER 643 Multivariate Statistics prior to enrolling in BER 646.

** Designed for policy and impact evaluation methods. (Course progression/prerequisites: BER 540 Statistical Methods In Educ)

*** Designed to help students conduct dissertations using large secondary data sets. (Course progression/prerequisites: BER 540 Statistical Methods In Educ)

Transfer Credit

Transfer Parameters on AEL courses – Please note that as of Fall 2019, the following policies guide the transference of courses into the Ph.D. program:

- Applicants with an Ed.S. Degree from The University of Alabama – For students with an Ed.S. from the University of Alabama and at the discretion of a student's advisor and program of study committee, up to 21 hours (including Foundation and Research courses) of the AEL Ed.S. may be counted toward the Ph.D. degree upon advisor approval if the following parameters are met: (1) the course was completed no more than 5 years from the date of the student's admittance, (2) a grade 'B' or better (note, not a 'B-') was earned in the course, and (3) the course is not a "practicum" type course.¹
- Applicants with an Ed.S. Degree not from University of Alabama – (Effective April 1, 2017) For students who have completed an Ed.S. at institutions other than the University of Alabama and at the discretion of a student's Advisor and Program of Study committee, up to 21 hours (including Foundation and Research courses) of their Ed.S. program may be counted toward the Ph.D. degree upon advisor approval if the following parameters are met: (1) the institution from which the student took these courses is accredited; (2) the course(s) addresses a major curricular component of the Ph.D. program at the University of Alabama as captured in the Program's current array of doctoral AEL courses; (3) the course(s) was completed no more than 5 years from the date of the student's admittance, (4) a grade 'B' or better (note, not a 'B-') was earned in the course(s), and (5) the course is not a practicum course.
- Applicants with an Ed.S. in a specific curricular area of education, or in Teacher Leadership rather than in educational leadership, can also transfer up to 21 Ed.S. credit hours upon advisor approval if the above-mentioned requirements are met.
- All students must take the five core courses regardless of whether or the number of Ed.S. courses transferred into the Ph.D. program.
- Course transfer must be approved and signed by the student's advisor and submitted prior to or no later than the student's Program of Study is approved.

Footnotes

- ¹ Nine hours of AEL coursework may be applied to the PhD AEL electives requirement; 3 hours of Foundations coursework may be applied to the PhD Foundations requirement; 3 hours of Research coursework may be applied to the PhD Research requirement; and an additional 6 hours of AEL or other coursework may be applied to the PhD Foundations requirement.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study

Graduate School information on the Doctoral Plan of Study can be found here (p. 21).

Comprehensive Exams

A comprehensive exam designed to assess the breadth and depth of a student's knowledge and skills is administered twice each academic year. The Doctoral Comprehensive Qualifying Exam is not offered in the summer.

Purpose of Comp Exam: The comprehensive exam is designed to assess the breadth and depth of a student's knowledge and skills based on his/her doctoral course work and consistent with the purpose of the Ph.D.

degree, as well as the ability to apply what they have learned from their coursework to investigate and solve problems, and inform leadership.

Logistics of Exam: The exam committee chair selects questions and prepares the exam instruction based on the suggestions from the committee. The chair disseminates the exam instruction to the examination proctor, who coordinates the evaluation and reports the results. Students may choose either to type or handwrite their examination. While it is appropriate for students to seek information from professors on the general domains to be examined, students should not solicit nor be given specific information regarding about the exam. Unless specified otherwise, the exam often takes place in October and March each year. Students are required to take and successfully pass this exam before they can formally begin the dissertation process and register for dissertation research hours (AEL 699 Dissertation Research).

Requirements for Taking Exam: Before sitting for the Comprehensive Exam, the following parameters must be met by the student:

- Approved Program of Study – Students cannot sit for the Comprehensive exam unless a Program of Study has been both completed and officially approved.
- Completed all AEL course requirements – Students cannot sit for the Comprehensive Exam unless they have completed all AEL course requirements (AEL core + electives) or are in the last semester of doing so.
- Removal of all Incompletes from Academic Record – Students cannot sit for the Comprehensive Exam unless they have removed all Incompletes ('I') from their academic record.
- Completion of Comprehensive Exam Application Form – Students cannot sit for the Comprehensive Exam unless they have completed and submitted the Request to Take Comprehensive Exam Form.

Graduate School information on the Comprehensive Exam (p. 21).

Admission to Candidacy Requirements

Students are admitted to candidacy after they pass the comprehensive exam.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Doctoral Research Hours Registration

Graduate School information on Continuous Doctoral Research Hours Registration (p. 21).

Dissertation Requirements

Graduate School information on the Dissertation Requirement (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

The doctoral program faculty will consider, select, and nominate students for the program's Graduate Research Assistantships and for the fellowships offered by the Graduate School. Students do not need to apply for this funding. Performance expectations for students who receive these assistantships and scholarships are consistent with those specified in the Graduate Catalog.

Students who are interested in or need other assistantships or funding are encouraged to apply for College of Education scholarships and explore opportunities available through the student employment websites (Careers at University of Alabama (ua.edu); Job Search (ua.edu)).

In most cases, only on-campus Ph.D. students are eligible for funding.

Graduate School information on Financial Assistance (p. 254).

Higher Education Administration, Ed.D.

The Higher Education Administration Program offers the EdD program via two options. One option is an EdD on our main campus offered in Tuscaloosa. This EdD degree program provides students both in-person and online courses and opportunities to take advantage of all of the University's excellent resources, with flexible schedule options. The EdD degree provides academic preparation and professional development for those individuals who have or will assume upper-level administrative and executive roles in two- and four-year colleges and universities, state and federal post-secondary education agencies and other post-secondary education-related organizations. The curriculum is designed around the key competencies necessary to assume a leadership role, with courses in program assessment and evaluation, policy, finance, organizational change and student affairs administration.

The second option for an EdD within HEA is via an executive format. The Executive EdD program is designed to meet the unique needs of experienced professionals seeking a doctorate in higher education. The program helps students develop the knowledge, skills, and abilities necessary to advance in leadership positions by combining theoretically-rich studies with an applied research approach. The Executive EdD is a cohort program that allows students to build an immediate network of colleagues. Intensive coursework and a carefully-structured dissertation process allow students to complete the degree in nine semesters while maintaining their professional positions. The Executive EdD program's alternative format meets all the expectations of a rigorous higher education program, including the credit hour and degree requirements stipulated by the College of Education and the Graduate School.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Three letters of recommendation
- A one-page statement of purpose for pursuing the degree
- Vita or resume
- Writing Sample: A five-page writing sample describing a problem that faces higher education today (nationally), analyzing salient points of the issue, and evaluating potential solutions. The sample should

demonstrate formal writing and should include appropriate citations. Applicants may submit an academic paper in lieu of the five-page essay, preferably on a recent topic related to higher education, but it should be single-authored to demonstrate the student's own work.

Deadlines

- The application deadline for the Main Campus program is January 15th.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The EdD requires 66 semester hours beyond the master's degree. These 66 semester hours include at least 54 hours of coursework and 12 hours of dissertation research. The plan of study also includes 12 semester hours in theoretical foundations and a minimum of 12 semester hours in research methods.

The Executive Ed.D. program is an accelerated program designed to be completed in 3 academic years (9 semesters). Students enroll in 9 hours of coursework per semester for 6 semesters during the first two years of study and 12 dissertation hours during the final year.

Code and Title		Hours
AHE 520	Student In Higher Eductn	3
AHE 521	Student Affairs	3
AHE 530	Law & Higher Education	3
AHE 550	Financing Higher Eductn	3
AHE 560	Comparatv Higher Eductn	3
AHE 601	Professional Sem High Ed	3
AHE 602	Problems In Higher Education	3
AHE 610	Academic Culture & Learn	3
AHE 640	Organizational Change	3
AHE 645	Higher Ed/SA Assessment	3
AHE 680	Readings in HE	3
BEF 534	Multicultural Education	3
BEF 653	Studies in Higher Ed History	3
BEF 654	Phil & Amer Higher Ed	3
BEF 681	Ethics And Education	3
BER 540	Statistical Methods In Educ	3
BER 600	Survey of Educational Research	3
BER 631	Inqry As Interp: Qual I	3
Dissertation Research		
AHE 699	Dissertation Research	12
Total Hours		66

Transfer Credit

The HEA program accepts a maximum of 12 credit hours of transfer from other post-graduate study, with approval of advisor on your plan of study and acceptance from the Graduate School after all forms are completed and approved.

Given its specialized cohort nature, no transfer of credit is allowed with the Executive Ed.D.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study c (p. 21) can be found here (p. 21).

Comprehensive Exams

Students take the comprehensive exam in the last semester in which they are completing their required coursework for the Ed.D. program, unless otherwise approved by the program coordinator. Applying for the comprehensive exam requires you indicate your dissertation chair who must both agree to chair your study and agree in principle on the nature of that study. Doctoral students complete a take-home exam question which is followed by an oral defense at the end with their dissertation chair and one other faculty member.

Graduate School information on Comprehensive Exams (p. 21).

Admission to Candidacy Requirements

Once students pass the comprehensive exam, they will be considered a candidate and can enroll in dissertation hours, based on the approval of faculty.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Doctoral Research Hours Registration

Continuous enrollment in dissertation hours after successful completion of the comprehensive exam is required, but not immediately after the comprehensive exam.

Once doctoral dissertation (AHE 699) hours have begun, however, the following policy applies. Once a student has begun dissertation hours, if a student fails to register in either the fall or spring, it constitutes lack of continuous enrollment. Failure to register for any two aggregate terms after initial AHE 699 enrollment will result in the withdrawal of their chair from their role. The chair's role will cease, the student will not be allowed to enroll in further AHE 699 hours with that chair, and the student will need to identify a new chair. Note that inability to find a chair constitutes lack of progress; it is not guaranteed that another faculty member will agree to take the student on, which could mean discontinuation in the program. Failure to enroll in any four aggregate terms once beginning AHE 699 will result in the immediate withdrawal of the student from the program and will require a readmission to the program with a detailed timeline appended to the request. Please note that it is highly unlikely the program would consider this request favorably, and requests after the 6th year will not be considered.

Graduate School information on Continuous Doctoral Research Hours Registration (p. 21).

Dissertation Requirements

Ed.D. students complete a dissertation, with the guidance of a faculty chair, after all course work and comprehensive examinations have successfully been completed. A student should invite a faculty member to chair and secure her/his/their agreement to do so prior to signing up for that faculty member's section of AHE 699 Dissertation Research. Once a student begins taking dissertation hours, continuous enrollment must be maintained until the dissertation project is completed and approved by the Graduate School. Students should not enroll for hours during the summer without having gained prior approval from the dissertation chair.

The dissertation committee consists of at least four faculty: a dissertation chair and four members. While the dissertation chair may be a member of another program in the College of Education, students are encouraged to work with a Higher Education faculty member when possible. At least three members of the committee (may include chair) must be Higher Education Faculty members. At least one member must be from outside of the Department of Educational Leadership, Technology, and Policy Studies.

The dissertation proposal generally comprises the first three chapters of the dissertation. The student works carefully with a dissertation chair and submits work to a committee for review. The committee must have 10 working days prior to the proposal defense to review the document. An oral defense follows, with all committee members present to review and critique the proposal.

The dissertation defense comprises all chapters of a dissertation. The committee must have 10 working days prior to the dissertation defense to review the document. An oral defense follows, with all committee members present to review and critique the proposal.

AHE faculty are not available to work on dissertations during the summer terms. This means students should not enroll in AHE 699 hours during the summer. The only exception to this is students in the Executive Ed.D. cohort program, which requires Summer enrollment. Note that for Executive Ed.D. students, faculty have a "quiet" period of June 1 - August 15, during which time they do not respond to dissertation issues and requests.

Similarly, faculty do not work on University holidays or breaks; for documents requiring two weeks for review before defense, for example, the two required weeks do not include official university breaks as part of that time. Requests for meetings or submissions requesting reading or review of written work submitted over university holidays will not be honored. Doctoral students need to keep this in mind in planning their timeline and schedule to allow for successful completion of their dissertation.

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

To ensure adequate progress and allow for a defensible document to be completed with the edits needed post-defense, the Higher Education Administration faculty require the following progress checkpoints for doctoral degree completion.

No later than the end of year 7:

- Doctoral Committee formation formally completed with Graduate School

- Successful dissertation proposal defense and IRB approved

- Admission to Candidacy successfully completed with the Graduate School

No later than the end of year 8:

- Data collection complete and complete draft in chair's hands

Before the end of the penultimate term of the student's Graduate School approved timeline:

- Successful final dissertation defense

Failure to meet any of these deadlines will mean the student has been unsuccessful in making substantial and adequate progress in the program toward degree completion, and the student will be unable to continue in the program. Please note, there will be no extension requests

supported for failure to meet any of these deadlines. If the student has medical, family, or other issues causing difficulty, they should discuss official leave / stopping their clock with the Graduate School registrar's office (see **Withdrawals and Leave of Absence Information**).

Graduate School information on Time Limits (p. 21).

Student Progress Requirements

Adequate Progress

Adequate progress includes but is not limited to the following: completion of Graduate School requirements in a timely fashion, completion of dissertation work in a timely fashion, and completion of key advancement checkpoints in a timely fashion.

It is the student's responsibility to ensure all documents, forms, proof of progress, admission to candidacy, formation of committee, application to graduation, etc., are appropriately filed, received, and accepted by the Graduate School. Students are advised to check with the Graduate School registrar's office to ensure they comply with all requirements, including completing all necessary coursework is correctly and appropriately noted and accepted for completion of degree requirements. Failure to complete any of the Graduate School requirements in a timely fashion is deemed inadequate progress, and the student must complete them before being allowed to enroll in further dissertation hours. As noted above, if a student fails to register for dissertation hours in two terms (not including summer, excepting Executive EdD students), the chair's role will cease, and the student will need to seek a new chair. Note that inability to find a chair constitutes lack of progress; it is not guaranteed a second chair will agree to take the student on, and the student's program options may be over.

At any point in the dissertation process after successful completion of comps and beginning AHE 699 enrollment, if there are two consecutive semesters in which doctoral students fail to submit substantive written progress on their dissertation, their chair will have one of two options:

1. Require the student to complete and sign an agreed upon completion schedule. If at any future point the student fails to meet checkpoints on the schedule, the chair's role will cease, and the student will need to seek a new chair. Note that inability to find a chair constitutes lack of progress; it is not guaranteed another faculty member will agree to take the student on, and the student's program options may be over.
2. The chair may decide to end their role as chair. As such, the chair's role will cease, and the student will need to seek a new chair. Note that inability to find a chair constitutes lack of progress; it is not guaranteed another faculty member will agree to take the student on, and the student's program options may be over.

To ensure adequate progress and allow for a defensible document to be completed with the edits needed post-defense, the Higher Education Administration faculty require the following progress checkpoints for doctoral degree completion.

No later than the end of year 7:

Doctoral Committee formation formally completed with Graduate School

Successful dissertation proposal defense and IRB approved

Admission to Candidacy successfully completed with the Graduate School

No later than the end of year 8:

Data collection complete and complete draft in chair's hands

Before the end of the **penultimate** term of the student's Graduate School approved timeline:

Successful final dissertation defense

Failure to meet any of these deadlines will mean the student has been unsuccessful in making substantial and adequate progress in the program toward degree completion, and the student will be unable to continue in the program. Please note, there will be no extension requests granted for failure to meet any of these deadlines. The provision of nine years for doctoral completion constitutes a two-year extension over time previously allowed. As such, no further extensions or allowances will be sought.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence information (p. 244)

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

Accepted graduate students are encouraged to apply for College of Education scholarships and, if applicable, scholarships offered through UA Online (for distance learning students only).

Graduate School information on Financial Assistance (p. 254).

Higher Education Administration, MA

The Master of Arts degree in higher education is offered on the Tuscaloosa campus and online. The Master of Arts is a 36-hour degree program designed for students seeking to enter into a range of professional careers in postsecondary education. The program follows standards and guidelines taken from the Council for the Advancement of Standards in Higher Education, and provides courses in foundational studies, professional studies, supervised practice, research methodology and elective study.

The campus program partners with staff in Student Life and Academic Affairs to provide professional development opportunities inside and outside of the classroom experience. An internship is required for students in the campus program. The online program offers courses in grant writing, technology, and higher education assessment.

Admissions

See the Admission Criteria section of this catalog for more information.

Admission Requirements for Higher Education Administration, MA (Main Campus)

Application deadline: January 15

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- three letters of recommendation
- a one-page statement of purpose for pursuing the degree
- updated vita or résumé
- a five-page writing sample describing a problem that faces higher education today (nationally), analyzing salient points of the issue, and evaluating potential solutions. The sample should demonstrate formal writing and should include appropriate citations. Applicants may submit an academic paper in lieu of the five-page essay, preferably on a recent topic related to higher education.

Admission Requirements for Higher Education Administration, MA (Distance Learning - Online)

Application Deadlines:

- July 15 - fall admission
- April 15 - summer admission
- November 1 - spring admission

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- three letters of recommendation
- a one-page statement of purpose for pursuing the degree
- updated vita or résumé
- a five-page writing sample describing a problem that faces higher education today (nationally), analyzing salient points of the issue, and evaluating potential solutions. The sample should demonstrate formal writing and should include appropriate citations. Applicants may submit an academic paper in lieu of the five-page essay, preferably on a recent topic related to higher education.

Curriculum Requirements

Higher Education Administration, MA (Main Campus)

One plan is offered for the master's degree. Candidates for the master's degree must earn a minimum of 36 total semester hours of credit.

The Capstone Seminar in Higher Education (AHE 593 Student Affairs Capstone Sem) is the required culminating experience for the program.

The 36-hour degree program is designed for students seeking to enter a range of professional careers in postsecondary education. The program includes courses in foundational studies, professional studies, supervised practice, and research methods. As a rule, all master's students are required to complete a capstone seminar.

Unless substitutions are approved by the student's faculty advisor, all of the following courses are required for the award of the MA in Higher Education Administration.

All candidates will be required to participate successfully in a seminar or problem course that will give them an acquaintance with the methods of research and an appreciation of the place and function of original investigation in the field.

Higher Education Administration, MA (Main Campus)		Hours
AHE 500	Perspect High Educ Admin	3
AHE 507	Student Development Theory I	3
AHE 520	Student In Higher Educatn	3

AHE 521	Student Affairs	3
AHE 540	Org and Governance	3
AHE 593	Student Affairs Capstone Sem	3
AHE 645	Higher Ed/SA Assessment	3
AHE 680	Readings in HE	3
AHE 685	Higher Ed in the US	3
BER 540	Statistical Methods In Educ	3
Advisor approved electives, one of which must be AHE		6
Total Hours		36

Higher Education Administration, MA (Distance Learning - Online)

Higher Education Administration, MA (Distance Learning)		Hours
AHE 500	Perspect High Educ Admin	3
AHE 503	Learning w/ Tech in Higher Ed	3
AHE 507	Student Development Theory I	3
AHE 520	Student In Higher Educatn	3
AHE 540	Org and Governance	3
AHE 550	Financing Higher Educatn	3
AHE 593	Student Affairs Capstone Sem	3
AHE 645	Higher Ed/SA Assessment	3
AHE 680	Readings in HE	3
AHE 685	Higher Ed in the US	3
BER 540	Statistical Methods In Educ	3
Select ONE of the following electives:		3
AHE 505	Grant/Project/Res in HigherED	
AHE 603	College & University Teaching	
AHE 644	Sem Acad Progm Dev Eval	
AHE 670	Higher Education Policy	
Total Hours		36

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Comprehensive Exam

Students take AHE 593 Student Affairs Capstone Sem as the culminating experience/course for the degree.

Graduate School information on Comprehensive Exams (p. 15).

Time Limits for Degree Completion

Graduate School information on Time Limits (p. 15).

Academic Misconduct

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 15).

Accepted graduate students are encouraged to apply for College of Education scholarships and, for distance learning students only, scholarships offered through UA Online.

Graduate School information on Financial Assistance (p. 254).

Higher Education Administration, Ph.D.

The Higher Education Administration Program offers a PhD program in Tuscaloosa only.

The PhD degree prepares students to assume scholarly roles in higher education. The PhD program emphasizes working with faculty in one-on-one settings with students participating in a mentored teaching and research sequence. Students investigate and contribute to a body of knowledge that informs higher education policy and practice at institutional, statewide, national, and international levels.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Three letters of recommendation
- A one-page statement of purpose for pursuing the degree
- Vita or resume
- Writing Sample: A five-page (minimum) writing sample describing a problem that faces higher education today (nationally), analyzing salient points of the issue, and evaluating potential solutions. The sample should demonstrate formal writing and should include appropriate citations. Applicants may submit an academic paper in lieu of the five-page essay, preferably on a recent topic related to higher education, but it should be single-authored to demonstrate the student's own work.

Application Deadline

- Doctor of Philosophy (PhD) in Higher Education: January 15.
Qualified students interested in graduate assistantships should have all application materials by this date.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The PhD requires 72 semester hours beyond the master's degree. These 72 semester hours include at least 54 hours of coursework and 18 hours of dissertation research. The program of study also includes 12 semester hours in theoretical foundations and a minimum of 12 semester hours in research methods. Students have a core of courses that are required, and then both breadth and depth options to build the rest of their degree requirements as noted below.

Code and Title		Hours
Program Core (24 hours)		
AHE 601	Professional Sem High Ed	3
AHE 603	College & University Teaching	3
AHE 610	Academic Culture & Learn	3
AHE 640	Organizational Change	3
AHE 645	Higher Ed/SA Assessment	3
AHE 670	Higher Education Policy	3
AHE 685	Higher Ed in the US	3
BEF 653	Studies in Higher Ed History *	3
AHE Elective Track (12 hours)		12
Students are required to take an additional 9 semester hours in ONE of the below AHE elective tracks, and have another 3 hours of their own choosing in AHE.		
Teaching/Academic Affairs Track:		
AHE 503	Learning w/ Tech in Higher Ed	
AHE 602	Problems In Higher Education	
AHE 644	Sem Acad Progm Dev Eval	
AHE 688	Mentored Teaching	
Orgs/Contexts Track:		
AHE 510	The Community College	
AHE 530	Law & Higher Education	
AHE 540	Org and Governance	
AHE 560	Comparatv Higher Eductn	
AHE 602	Problems In Higher Education	
AHE 621	Power Politics Change	
Admin/Leadership Track:		
AHE 505	Grant/Project/Res in HigherED	
AHE 521	Student Affairs	
AHE 550	Financing Higher Eductn	
AHE 625	Community College Leadership	
Identities/Equity Track:		
AHE 507	Student Development Theory I	
AHE 520	Student In Higher Eductn	
AHE 602	Problems In Higher Education (Impact of College on Students)	
AHE 602	Problems In Higher Education (HBCUs and HSIs)	
Integrative Track:		
AHE 500	Perspect High Educ Admin	
AHE 592	Internship in Higher Education	
AHE 593	Student Affairs Capstone Sem	
AHE 689	Mentored Research	
Research Courses		12
AHE 680 is a required research course offered within the program; this should be taken as students prepare to use literature to build their dissertation research design, and thus be taken later in the program. Students should discuss a course sequence with the advisor and select 9 further hours from BER courses. Suggested courses include an introduction to quantitative and qualitative design, plus and advanced courses in either quantitative or qualitative research depending on your best fit, after discussion with your advisor on your plan of study.		
AHE 680	Readings in HE	
BER 540	Statistical Methods In Educ	

BER 631 Inqny As Interp: Qual I	
Theoretical Foundations	3
BEF 653 Studies in Higher Ed History is required and counts toward the 6-hour Foundations requirement as well as fulfillment of the programmatic core; it is already applied toward total degree credit hour requirements above. Students should discuss additional course options with the advisor prior to registration. A theoretical foundations course may be selected from BEF courses, or any courses outside the department, excepting research method courses, with approval of advisor on your plan of study.	
Integrative Capstone	
PhD students are required to take AHE 690 in their final term/the term in which they are taking their comprehensive exam. This ensures a more seamless flow from coursework to dissertation processes.	
AHE 690 Direct Doctoral Study	3
Dissertation Research	18
AHE 699 Dissertation Research	
Total Hours	72

Transfer Credit

The HEA program accepts a maximum of 12 credit hours of transfer from other post-graduate study, with approval of advisor on your plan of study and acceptance from the Graduate School after all forms are completed and approved.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study

Graduate School information on the Doctoral Plan of Study c (p. 21)an be found here (p. 21).

Comprehensive Exam

Students take the comprehensive exam in the last semester in which they are completing their required coursework for the PHD program, unless otherwise approved by the program coordinator. Applying for the comprehensive exam requires you indicate your dissertation chair who must both agree to chair your study and agree in principle on the nature of that study. Doctoral students complete a take-home exam question which is followed by an oral defense at the end with their dissertation chair and one other faculty member.

Graduate School information on Comprehensive Exams (p. 21).

Admission to Candidacy

Once students pass the comprehensive exam, they will be considered a candidate and can enroll in dissertation hours, based on the approval of faculty.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Doctoral Research Hours Registration

Continuous enrollment in dissertation hours after successful completion of the comprehensive exam is required, but not immediately after the comprehensive exam. See Graduate School policy for doctoral hours.

Once doctoral dissertation (AHE 699) hours are begun, however, the following policy applies. Once a student has begun dissertation hours, if

a student fails to register in either the fall or spring, it constitutes lack of continuous enrollment. Failure to register for any two aggregate terms after initial AHE 699 enrollment will result in the withdrawal of their chair from their role. The chair's role will cease, the student will not be allowed to enroll in further AHE 699 hours with that chair, and the student will need to identify a new chair. Note that inability to find a chair constitutes lack of progress; it is not guaranteed that another faculty member will agree to take the student on, which could mean discontinuation in the program. Failure to enroll in any four aggregate terms once beginning AHE 699 will result in the immediate withdrawal of the student from the program and will require a readmission to the program with a detailed timeline appended to the request. Please note that it is highly unlikely the program would consider this request favorably, and requests after the 6th year will not be considered.

Graduate School information on Continuous Doctoral Research Hours Registration (p. 21).

Dissertation Requirements

Ph.D. students complete a dissertation, with the guidance of a faculty chair, after all course work and comprehensive examinations have successfully been completed. A student should invite a faculty member to chair and secure her/his/their agreement to do so prior to signing up for that faculty member's section of AHE 699 Dissertation Research. Once a student begins taking dissertation hours, continuous enrollment must be maintained until the dissertation project is completed and approved by the Graduate School. Students should not enroll for hours during the summer without having gained prior approval from the dissertation chair.

The dissertation committee consists of at least four faculty: a dissertation chair and four members. At least three members of the committee (may include chair) must be Higher Education Faculty members. At least one member must be from outside of the Department of Educational Leadership, Technology, and Policy Studies.

There are two options for dissertation, the traditional five-chapter dissertation, and the three article dissertation (see Graduate School webpage for more details on requirements for each). The dissertation proposal generally comprises the first three chapters of the dissertation (or an introductory chapter and then the introduction through proposed methods for each of the three articles in the case of the three-article format). The student works carefully with a dissertation chair and submits work to a committee for review. The committee must have 10 working days prior to the proposal defense to review the document. An oral defense follows, with all committee members present to review and critique the proposal.

The final dissertation defense comprises all chapters of a dissertation. The committee must have 10 working days prior to the dissertation defense to review the document. An oral defense follows, with all committee members present to review and critique the proposal.

AHE faculty are not on available to work on dissertations during the summer terms. This means students should not enroll inAHE 699 hours during the summer. Faculty have a "quiet" period of June 1 - August 15, during which time they do not respond to dissertation issues and requests.

Similarly, faculty do not work on University holidays or breaks; for documents requiring two weeks for review before defense, for example, the two required weeks do not include official university breaks as part of that time. Requests for meetings or submissions requesting reading or review of written work submitted over university holidays will not be honored. Doctoral students need to keep this in mind in planning

their timeline and schedule to allow for successful completion of their dissertation.

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

To ensure adequate progress and allow for a defensible document to be completed with the edits needed post-defense, the Higher Education Administration faculty require the following progress checkpoints for doctoral degree completion.

No later than the end of year 7:

Doctoral Committee formation formally completed with Graduate School

Successful dissertation proposal defense and IRB approved

Admission to Candidacy successfully completed with the Graduate School

No later than the end of year 8:

Data collection complete and complete draft in chair's hands

Before the end of the **penultimate** term of the student's Graduate School approved timeline:

Successful final dissertation defense

Failure to meet any of these deadlines will mean the student has been unsuccessful in making substantial and adequate progress in the program toward degree completion, and the student will be unable to continue in the program. Please note, there will be no extension requests supported for failure to meet any of these deadlines. If the student has medical, family, or other issues causing difficulty, they should discuss official leave / stopping their clock with the Graduate School registrar's office (see **Withdrawals and Leave of Absence Information**).

Graduate School information on Time Limits (p. 21).

Student Progress Requirements

Adequate progress includes but is not limited to the following: completion of Graduate School requirements in a timely fashion, completion of dissertation work in a timely fashion, and completion of key advancement checkpoints in a timely fashion.

It is the student's responsibility to ensure all documents, forms, proof of progress, admission to candidacy, formation of committee, application to graduation, etc., are appropriately filed, received, and accepted by the Graduate School. Students are advised to check with the Graduate School registrar's office to ensure they comply with all requirements, including completing all necessary coursework is correctly and appropriately noted and accepted for completion of degree requirements. Failure to complete any of the Graduate School requirements in a timely fashion is deemed inadequate progress, and the student must complete them before being allowed to enroll in further dissertation hours. As noted above, if a student fails to register for dissertation hours in two terms (not including summer, excepting Executive EdD students), the chair's role will cease, and the student will need to seek a new chair. Note that inability to find a chair constitutes lack of progress; it is not guaranteed a second chair will agree to take the student on, and the student's program options may be over.

At any point in the dissertation process after successful completion of comps and beginning AHE 699 enrollment, if there are two consecutive semesters in which doctoral students fail to submit substantive written progress on their dissertation, their chair will have one of two options:

1. Require the student to complete and sign an agreed upon completion schedule. If at any future point the student fails to meet checkpoints on the schedule, the chair's role will cease, and the student will need to seek a new chair. Note that inability to find a chair constitutes lack of progress; it is not guaranteed another faculty member will agree to take the student on, and the student's program options may be over.
2. The chair may decide to end their role as chair. As such, the chair's role will cease, and the student will need to seek a new chair. Note that inability to find a chair constitutes lack of progress; it is not guaranteed another faculty member will agree to take the student on, and the student's program options may be over.

To ensure adequate progress and allow for a defensible document to be completed with the edits needed post-defense, the Higher Education Administration faculty require the following progress checkpoints for doctoral degree completion.

No later than the end of year 7:

Doctoral Committee formation formally completed with Graduate School

Successful dissertation proposal defense and IRB approved

Admission to Candidacy successfully completed with the Graduate School

No later than the end of year 8:

Data collection complete and complete draft in chair's hands

Before the end of the **penultimate** term of the student's Graduate School approved timeline:

Successful final dissertation defense

Failure to meet any of these deadlines will mean the student has been unsuccessful in making substantial and adequate progress in the program toward degree completion, and the student will be unable to continue in the program. Please note, there will be no extension requests granted for failure to meet any of these deadlines. The provision of nine years for doctoral completion constitutes a two-year extension over time previously allowed. As such, no further extensions or allowances will be sought.

Academic Misconduct

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence information

Graduate School information on Withdrawals and Leave of Absence information (p. 244).

Academic Grievances

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

Accepted graduate students are encouraged to apply for College of Education scholarships.

Students who are interested in other assistantships or funding are encouraged to explore opportunities available through the student employment websites (Careers at University of Alabama (ua.edu); Job Search (ua.edu).

Graduate School information on Financial Assistance (p. 254).

Instructional Leadership, Ed.D.

Instructional Leadership, EdD–Nurse Education

The UA College of Education and the Capstone College of Nursing have combined to offer a Doctor of Education in Instructional Leadership with a concentration in nurse education. This low-residency program is designed to prepare future faculty with the teaching and research skills necessary for positions in community colleges, four-year colleges, and universities.

Working within annual cohorts and employing distance-based and on-campus instruction, students typically complete coursework requirements and the dissertation study in 5 years.

The curriculum supports the competencies for nurse educators specified by the National League for Nursing (NLN) and the Southern Regional Education Board Council on Collegiate Education in Nursing (SCCEN).

Admissions

See the Admission Criteria section of this catalog for more information.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- An unencumbered RN license in the state in which the student will practice
- A BSN degree from an accredited institution
- An M.S.N. degree or equivalent degree from an accredited institution
- A resume
- Three letters of recommendation
- A sample of academic writing (e.g., a scholarly paper presented in a previous graduate course that demonstrates knowledge of an area, powers of organization, command of language, and communication skills.)
- Statement of purpose (an essay detailing your desire to complete this program and how this degree will influence your career goals.)

The application cycle will open September 1 and close May 1 each academic year. An admissions committee comprised of nursing and education faculty selects the most qualified applicants.

Curricular Requirements

The Doctorate of Education degree requires a minimum of 60 credit hours beyond the master’s degree (48 hours of coursework and 12 hours of dissertation study). Students must also meet all Graduate School degree and dissertation requirements.

The 48 hours of required coursework is normally completed in three years of full-time study through a blended format of online courses and spring-fall campus meetings (scheduled once a semester on a Friday evening and Saturday). Summer classes are delivered online. A comprehensive

examination must be passed, and the dissertation completed no later than nine years after first enrollment.

Code and Title		Hours
Education Courses		
BEF 667	Multicult Soc Ed Leadership	3
BEF 681	Ethics And Education	3
BEF 695	Sem Curriculum Leadership	3
AIL 600	Integr Tech Educ & Train	3
AHE 603	College & University Teaching	3
AIL 604	Distance Technologies	3
BEF 641	Studies Social Foundatn Educatn	3
BEP 541	Learning and Cognition	3
BER 540	Statistical Methods In Educ	3
BER 631	Inqry As Interp: Qual I	3
BER 632	Reflect Resist: Qual II	3
BER 640	Adv Statistical Methods in Ed	3
Nursing Courses		
NUR 531	Nsg Fac Roles and Resp	3
NUR 532	Instr Media Nursing Education	3
NUR 620	Curriculum Theory & Practice	3
NUR 696	Doctoral Seminar in Research	3
Dissertation Research		12
AIL 699	Dissertation Research	
Total Hours		60

Concentration in Nurse Education

Concentration in Nurse Education		Hours
NUR 531	Nsg Fac Roles and Resp	3
NUR 532	Instr Media Nursing Education	3
NUR 620	Curriculum Theory & Practice	3
NUR 696	Doctoral Seminar in Research	3
Total Hours		12

Transfer Credit

Due to the cohort-based model and the unique nature of specific MSN degrees, transfer credits are reviewed on a student-by-student basis.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study c (p. 21)an be found here (p. 21).

Comprehensive Exams

A comprehensive exam is used to measure command of the content presented in the coursework portion of the degree. Students will complete the comprehensive exam during their final summer of coursework. Students will have one month to complete the exam, which consists of a written research paper followed by an oral defense. Upon successful completion, the student commences dissertation study.

Graduate School information on Comprehensive Exams (p. 21).

Admission to Candidacy Requirements

Students will be admitted to candidacy once they pass their comprehensive exam. Students will work with the Coordinator of Student Recruitment to complete the Admission to Candidacy paperwork.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Doctoral Research Hours Registration

Graduate School information on Continuous Doctoral Research Hours Registration (p. 21).

Dissertation Requirements

Purpose. A dissertation—demonstrating the ability to conduct independent research, analyze, and present findings—must be prepared on a topic in the area of Nursing Education. The subject of the dissertation must be approved by the student's dissertation committee and should constitute an original contribution to the field of study. A dissertation committee will be comprised of four (4) total members, of which one must be an external member, and *there should be* at least one education and one nursing faculty member.

The dissertation progresses through the following benchmarks:

(i) *Prospectus.* The dissertation committee meets to review a brief outline (typically around 20 pages) of the student's proposed research project.

(ii) *Proposal.* The dissertation committee meets to review the first three chapters of the student's dissertation manuscript. Where appropriate, this should include the justification and design of any proposed field research.

The student can then seek the IRB approval necessary to conduct their research.

(iii) *Defense.* The dissertation committee meets to review the student's final manuscript, including analysis of the study's findings and discussion of their significance in light of current research and policy. Upon approval, the **Committee Acceptance** form is signed and submitted to the Graduate School. The completed and edited dissertation is then uploaded to the ETD website (Proquest).

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Student Progress Requirements

Students are expected to complete their coursework in conjunction with their cohort within three years. An alternate plan of study can be created under extenuating circumstances. Lack of satisfactory progress during dissertation hours will result in a failing grade. Students are required to pass 12 hours of dissertation research for graduation.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

Accepted graduate students are encouraged to apply for College of Education scholarships and scholarships offered through UA Online.

Graduate School information on Financial Assistance (p. 254).

Instructional Leadership, Ph.D.

Instructional Leadership – Instructional Technology Concentration (PhD)

The Instructional Leadership PhD with a concentration in Instructional Technology is dedicated to the improvement of professional practice and to the work of school engagement. The PhD prepares individuals to conduct original research and to use current and emerging technologies and instructional strategies to help develop effective learning environments. The degree prepares individuals to assume positions tied to the preparation of researchers in the area of educational technology and to the design of instructional work in school and college environments, as well as to positions in business and industry settings. The PhD with a concentration in Instructional Technology is offered in two formats: on-campus and online.

Instructional Leadership – Social and Cultural Studies Concentration (PhD)

The Instructional Leadership PhD with a concentration in Social and Cultural Studies is dedicated to the improvement of professional practice and to the work of school engagement. The program aims to develop scholars, researchers, and instructional leaders for schools, colleges, and other educational institutions. The work of the program is guided by the principles of reflective practice, professional growth, democratic action, and individual responsibility. The overarching goal is to prepare theoretically informed leaders with a critical understanding of social and cultural issues necessary to enact insightful organizational, curricular, and pedagogic decisions within their respective institutional settings.

Doctoral Degrees

The PhD in instructional leadership prepares educational leaders, scholar practitioners, policy makers, professors, and researchers who can use—and contribute to—knowledge of learning processes, pedagogy, and the social foundations of schooling. Courses focus on curriculum, professional development, supervision, learning, pedagogy, and the complexities of culture in education. Throughout, the overarching aim is to develop the skills of inquiry and reflective decision making needed to construct ethical and informed judgments that advance education while valuing individual perspectives, honoring differences, and fostering a respectful educational environment. The PhD offers two concentrations: instructional technology (preparing future researchers, teachers, and corporate trainers in the field of instructional design and e-learning) and social and cultural foundations of education (preparing students for academic positions in higher education or public policy and advocacy groups). Students enrolled in the PhD must select one of the concentrations.

Instructional Leadership, PhD (Instructional Technology) Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission for on campus or online degrees, an application must include:

- An earned master's degree in any field at the time of initial enrollment.
- A curriculum vita or resume
- A writing sample.

During the application process, applicants should select the Instructional Technology concentration.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

When admitted to the program, applicants are assigned a temporary advisor—they may continue to work with this person or select another advisor when they get to know the faculty. Advisors work with students to complete a Plan of Study. This is your degree plan; it specifies the courses you must complete to graduate.

The Instructional Leadership PhD with an Instructional Technology concentration is comprised of 48 hours of coursework and 18 hours of dissertation credit.

Code and Title		Hours
Instructional Technology Courses (21 hours required)		
AIL 601	Prin Instruct Technology	3
AIL 602	Electrnc Instruct Design	3
AIL 604	Distance Technologies	3
AIL 605	Interact Multimedia Proc	3
AIL 608	Issues and Trends in Instruc.	3
AIL 689	Practicum Instructional Tech	3
AIL 690	Sem Instructional Technology	3
Research Courses (12 hours required)		
BER 540	Statistical Methods In Educ	3
BER Electives: Select 3 additional BER courses with advisor approval. BER courses should include at least one qualitative course and one quantitative course.		9
Foundations Courses (BEF/BEP/out of program) (6 hours required)		6
Select courses with advisor. Courses must be outside of the Instructional Technology program.		
Elective Courses		9
Elective courses are to be decided with your advisor. They can include AIL 606 and/or AIL 607, research courses, higher education courses, educational leadership courses, or foundational courses.		
Dissertation Research		18
AIL 699	Dissertation Research	
Total Hours		66

Transfer Credit

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study c (p. 21)an be found here (p. 21).

Comprehensive Exams

The comprehensive examination consists of the development of an electronic portfolio. The portfolio is due at the end of coursework and must be successfully passed before enrolling in dissertation hours (AIL 699). A student does not have to be enrolled in courses when completing the comprehensive examination (i.e., a student might finish courses in the spring, planning to start dissertation hours in the fall and complete the comprehensive examination during the summer).

Graduate School information on the Comprehensive Exam (p. 21).

Admission to Candidacy Requirements

A student is admitted to candidacy after successfully passing the comprehensive examination electronic portfolio requirement and having an official plan of study approved by the Graduate School.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

When a student has completed coursework, they will select a dissertation committee chair and send a request to that professor, who must be in the ELPTS department and a full member of the graduate faculty. If that professor accepts, they will help the student select the additional committee members. It is the student's responsibility to contact the committee members and request that they serve on the student's committee. If the professor requested as the chair does not accept, then the student will make the request of another professor. The student will enroll for dissertation hours under their dissertation committee chair's section following the Graduate School's requirements for continuous enrollment.

Some dissertation chairs in the Instructional Technology program require a prospectus while others do not; it is at the discretion of the dissertation committee chair. The student will work with their committee chair to develop their prospectus and/or proposal and final dissertation document and send it to the other committee members once the chair has approved it. Committee members must have the document two weeks before a meeting. It is the student's responsibility to contact the dissertation committee members to set up a meeting once the chair has approved a meeting and provided times they are available.

Once a student has had their proposal approved by the dissertation committee, they will submit their protocol to IRB. Once a student has successfully defended their final dissertation, they will hire an editor recommended by their chair to check the final document for APA, grammar and UA requirements. When the dissertation chair approves the final document, a student will then submit the document to ProQuest.

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence information (p. 244)

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

Instructional Leadership, PhD (Social and Cultural Studies)

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A Curriculum Vitae
- Three (3) letters of recommendation
- A writing sample

An entrance exam is not required for the application to the Instructional Leadership PhD with concentration in Social and Cultural Studies. However, students who have already taken the GRE or MAT and scored at or above the 50th percentile are encouraged to submit their results to supplement their application.

Applicants with grade point averages below 3.0, but not below 2.5, may be considered for Admission with Permission to Continue.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The doctoral program requires a minimum of 66 credit hours beyond the master's degree or 84 hours beyond the bachelor's degree. A typical 66-credit hour PhD is comprised of 48 hours of coursework (including a minimum of 18 hours of BEF classes), a comprehensive examination, 18 hours of dissertation credit, and the University residency requirement.

In consultation with their advisors, students are encouraged to seek relevant courses outside the program and College to fulfill both disciplinary and elective needs according to their academic interests and professional goals.

A majority of courses in the program of study must be at the 600 level or higher.

Code and Title	Hours
Required Foundations Courses (12 credit hours)	
BEF 644 Phil Science Rel Ed Res	3
BEF 667 Multicult Soc Ed Leadershp	3
BEF 681 Ethics And Education	3
BEF 690 Social Theory Analysis	3

Additional Foundations Courses 6

Students are encouraged to complete at least one course in each of the constituent program disciplines. Pre-approved courses include the following:

Sociology: BEF 507/BEF 607, BEF 641, BEF 650

History: BEF 503, BEF 640, BEF 653

Philosophy: BEF 504, BEF 642, BEF 654

Remaining hours of coursework may come from any disciplinary course not taken from above and/or the following elective courses:

BEF 534	Multicultural Education (Remaining hours of BEF coursework may come from the courses above and/or any of the following courses:)
BEF 575	Found Educn Through Film
BEF 585	Language Politics & Education
BEF 607	Readings In Soc Of Ed
BEF 639	Educ Theory And Policy
AEL 619	Politics Of Education
AEL 664	Ed Policy/Dynamics of Change
BEF 669	Curriculum Study Schooling
BEF 695	Sem Curriculum Leadership

Elective Courses 15

Research Courses (quantitative and/or qualitative research methods) 15

Elective hours may be taken from BEF courses not taken. Additionally, students are encouraged to take courses outside the program that inform issues in SCS, as approved by their advisor.

Dissertation 18

AEL 699 Dissertation Research (Continuous enrollment is required until the dissertation is complete. The number of hours will vary depending on the workload of the student and professor.)

Total Hours 66

Transfer Credit

Up to 21 hours of required course work may be transferred if credit meets conditions stated in the Doctoral Degrees section of the Graduate Catalog. Use the Transfer Graduate Credit Form.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study c (p. 21) can be found here (p. 21).

Comprehensive Exams

Upon completion of coursework or during their last semester of coursework, students may complete a traditional, on-site exam or pursue a publication option to fulfill the exam requirement. Students completing the on-site exam must also complete an oral defense. This requirement will be waived if the student has presented their work at two approved conferences.

Graduate School information on the Comprehensive Exam (p. 21).

Admission to Candidacy Requirements

Students will be admitted to doctoral candidacy upon successful completion of the comprehensive exam.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Doctoral Research Hours Registration

Graduate School information on Continuous Doctoral Research Hours Registration (p. 21).

Dissertation Requirements

Students will choose their dissertation chair and, in consultation with their chair, form a 5 member committee. The committee must include one member outside the student's home department.

Proposal. The dissertation proposal normally constitutes the first three chapters of the dissertation study. Typically, this comes after the student has met to discuss a 12-15 page prospectus.

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Additional Academic Requirements

Graduate School information on Doctoral Residency (p. 21).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School Information on Withdrawals and Leave of Absence information. (p. 244)

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

Accepted graduate students are encouraged to apply for College of Education scholarships and, if applicable, scholarships offered through UA Online.

Students who are interested in or need other assistantships or funding are encouraged to explore opportunities available through the student employment websites (Careers at University of Alabama (ua.edu); Job Search (ua.edu).

Graduate School information on Financial Assistance (p. 254).

Instructional Technology Certificate

The Graduate Certificate in Instructional Technology provides students with the knowledge, skills, and dispositions needed to effectively integrate technology into their teaching, to design and deliver distance and online courses, and to lead organizational instructional technology

initiatives. The program takes a research-to-practice approach by grounding instructional technology practice in research-based evidence. The certificate is available both on campus and online.

NOTE: This certificate is not a credential for teacher certification/licensure.

Admissions

Applicants to the on campus or online IT Certificate Program (Instructional Technology certificate) must be students in good standing in a master's, education specialist, or doctoral degree program. Alternatively, students may hold a bachelor's degree and have completed 18 graduate credit hours in a teaching discipline or professional field.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Code and Title		Hours
Required Core Coursework (6 hours):		
AIL 602	Electrnc Instruct Design	3
AIL 604	Distance Technologies	3
Required Elective Coursework (3 hours) (Choose ONE of the following courses.)		3
AIL 690	Sem Instructional Technology	
AIL 601	Prin Instruct Technology	
Elective Coursework (6 hours) (Choose TWO of the following courses.)		6
AIL 601	Prin Instruct Technology	
AIL 605	Interact Multimedia Proc	
AIL 606	Software Technology	
AIL 607	Readings in Instruct. Tech.	
AIL 608	Issues and Trends in Instruct.	
AIL 690	Sem Instructional Technology	
Total Hours		15

- With approval of the Program Coordinator for Instructional Technology, AIL courses taken as part of a student's existing program of study that meet the requirements of the certificate program will be accepted as credit towards the certificate.

Transfer Credit

Transfer credit is not accepted for this certificate.

Graduate School information on Transfer Credit (p. 15).

Time Limit for Certificate Completion

Requirements must be completed within six (6) years.

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information Grades and Academic Standing (p. 28).

Instructional Technology, MA

The Master of Arts in instructional technology is an online degree program for individuals who wish to increase their understanding of technology's role in the work of teaching and learning. This online degree is designed to prepare individuals to use current and emerging technologies to create instructionally-sound learning environments. The degree prepares individuals for positions in instructional technology, educational technology, and instructional design as they exist in a variety of settings, including business and industry.

Admission Requirements

Applicants must meet the following admission requirements:

- Bachelor's degree from an accredited institution
- A completed application includes transcripts (as required by Graduate School), three letters of recommendation, a statement of purpose, and a Graduate School application.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

- Candidates for the master's degree must earn a minimum of 30 semester hours of credit.
- There are 15 required credit hours (5 courses) and 15 elective credit hours (5 courses) of CAT/INTE hours; one elective course (3 credits) may be taken outside the INTE program from other programs/colleges at The University of Alabama, or transferred from another university, with advisor approval.

Instructional Technology, MA		Hours
Required courses (15 credit hours)		
CAT 531	Computer Based Instruction	3
INTE 532	Instructional Tech Design (Instructional Technology Design)	3
INTE 533	Online Teaching and Learning	3
INTE 534	Issues & Trends Instruc Tech (Issues and Trends in Instructional Design)	3
INTE 589	Instruc Tech Resea & Prod Dev (Instructional Technology Research and Product Development)	3
Elective courses (Choose 5 courses from the options below):		15
INTE 535	INTE Assistive Technology (Adaptive and Assistive Technologies)	
INTE 536	Assessment and Evaluation (Assessment and Evaluation in InStructional Technology)	
INTE 537	Game-Based Learning (Game-Based Learning)	
INTE 538	mLearning (mLearning)	
INTE 539	Special Topics in IT	
INTE 540	Plan & Manage Tech Projects (Technology Project Management and Budgeting)	
INTE 541	IT Leadership (IT Leadership and Administrative Technology)	
INTE 542	IT Internship	
INTE 543	Third Party Technology Tools	

INTE 544 AI & ID

Total Hours 30

Transfer Credit

Graduate School information on Transfer Credit (p.).

Comprehensive Exam

Candidates must complete a digital portfolio as a comprehensive examination.

Graduate School information on Comprehensive Exams (p.).

Time Limits for Degree Completion

Graduate School information on Time Limits (p.).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p.).

Accepted graduate students are encouraged to apply for College of Education scholarships and scholarships offered through UA Online.

Graduate School information on Financial Assistance (p. 254).

Social and Cultural Studies Certificate

Students who earn a Certificate in Social and Cultural Studies will have successfully completed six courses from at least three disciplinary approaches (history, philosophy, sociology).

NOTE: This certificate is not a credential for teacher certification/licensure.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an applicant must be either enrolled in a graduate degree, or have an earned graduate degree. Applicants who are not currently enrolled at The University of Alabama, but have a GPA below 3.0 (but greater than or equal to 2.75) may be considered for Admission with Permission to Continue.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Social and Cultural Studies		Hours
Core Coursework		6
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	
Elective Coursework		12
BEF 607	Readings In Soc Of Ed	
BEF 640	Studies History Of Education	
BEF 641	Studies Social Foundatn Educatn	
BEF 642	Studies Philosophy Education	
BEF 644	Phil Science Rel Ed Res	
BEF 650	Theories of Race and Education	
BEF 653	Studies in Higher Ed History	
BEF 654	Phil & Amer Higher Ed	
BEF 669	Curriculum Study Schooling	
Total Hours		18

Students may include one Masters level course as an elective toward the certificate, including BEF 504 Philosophy Of Educ, BEF 575 Found Educn Through Film, and BEF 585 Language Politics & Education.

In consultation with the Program Coordinator, students may choose up to two elective courses from related fields outside the department or College. Students in the College of Education may count courses named here and used also for the college foundations requirement toward the certificate.

Transfer Credit

Transfer credit is not accepted.

Graduate School information on Transfer Credit (p. 15).

Time Limit for Certificate Completion

Courses should be completed within six (6) years.

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Department of Educational Studies in Psychology, Research Methodology, and Counseling

- Majors
 - Counselor Education: Clinical Mental Health Counseling, MA (p. 601)
 - Counselor Education: Rehabilitation Counseling, MA (p. 606)
 - Counselor Education: School Counseling, MA (p. 610)
 - Counselor Education, EdS (p. 595)
 - Counselor Education, PhD (p. 597)
 - Educational Psychology, MA (p. 620)
 - Educational Psychology, EdS (p. 615)
 - Educational Psychology, PhD (p. 622)
 - Educational Research, PhD (p. 626)
 - School Psychology, PhD (p. 631)
- Graduate Certificates
 - Measurement and Psychometrics (p. 629)
 - Qualitative Research (p. 630)
 - Quantitative Research (p. 630)

Department Head

- Michael Lawson

Program Coordinators

- Joni Lakin, Quantitative Research Certificate
- Junfei Lu, Counselor Education
- Hyemin Han, Educational Psychology
- Stacy Hughey-Surman, Educational Research
- June Preast, School Psychology
- Shena Sanchez, Qualitative Research Certificate
- Stefanie Wind, Quantitative Research Certificate and Measurement and Psychometrics Certificate

Professors

- Joy J. Burnham
- Joni Lakin
- Randall Schumacker
- David Ian Walker

Associate Professors

- Kelly Guyotte
- Hyemin Han
- Lisa Hsin
- Michael Lawson
- Junfei Lu
- Emily Lund
- George Mugoya
- June Preast
- Firat Soyly
- Stefanie Wind

Assistant Professors

- Chunhua Cao
- Teresa Granger

- Eric Hernandez
- Joon-Ho Lee
- Kaiwen Man
- Sarah McKellar
- Macarena Suarez Pellicioni
- Miguel Casar Rodriguez
- Shena Sanchez
- Laurel Snider

Clinical Professor

- Karl Hamner

Clinical Associate Professor

- Stacy Hughey-Surman
- Yurou Wang

Clinical Assistant Professors

- Heather Britnell
- Dominic Combs
- Millie Dawson-Hardy
- Anthony Derriso
- Rana M. Eloubeidi
- Wenjing Guo
- Sylvia Hollins

Counselor Education

BCE301 Introduction To Counseling

Hours 3

A survey course featuring a comprehensive examination of the history, functions, and related issues for the practice of counseling in school, agency, and rehabilitation settings.

BCE511 Principles Of Guidance

Hours 3

Explores the rationale for guidance by examining human development and sociological, psychological, and philosophical bases for guidance. Provides awareness of services by surveying components of guidance programs. Offered fall semester.

Educational Psychology

BEP500 Adv Educational Psych

Hours 3

Principles of educational psychology for teaching and for educational services in schools and colleges.

BEP501 Proseminar in Educational Psychology

Hours 3

This course presents an introduction to doctoral studies in Educational Psychology at The University of Alabama.

Educational Research

BER500 Intro Educatn Research

Hours 3

An overview of research methodology, primarily for master's students.

BER540 Statistical Methods In Educ

Hours 3

This course covers basic descriptive and inferential statistics, including measures of central tendency and dispersion. Hypothesis testing related to one-sample z-and t-tests; independent and dependent sample t-tests; correlations; and chi-square and simple regressions are included.

School Psychology

BSP501 Professional Issues and Ethics in School Psychology

Hours 3

This course deals with pertinent issues in school psychology, such as ethics, theory, history and foundations of school psychology, legal issues, professional issues and standards, alternative models for delivery of school psychological services, as well as, roles and foundations of the school psychologist.

[View All Courses](#)

Counselor Education, Ed.S.

The Educational Specialist degree in counselor education leads to advanced certification for school counselors. Successful completion of the program results in eligibility to be recommended for Class AA (specialist-level) certification as a school counselor.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an applicant requires:

- A master's degree in school counseling from an accredited institution
- Valid master's level certification in School Counseling
- At least two full years of full-time acceptable professional educational work experience in a P-12 school system.
- Three recommendations - An applicant to a College of Education program that leads to professional certification must submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant's academic and professional capabilities.

The admission deadlines for each academic semester are as follows:

- Fall – February 15th
- Spring – October 15th
- Summer – February 15th

Applicants can expect a response on their application materials within one month after the deadline.

Faculty reserve the right to revisit the application pool after final decisions in the event spots remain available, although applicants who submit their materials after the deadline should expect their applications to be denied admission or requested to be reviewed in the subsequent review period.

Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

A minimum of 30 hours of appropriate work beyond the MA degree in Counselor Education (School Counseling) and the completion of a comprehensive portfolio are required for the educational specialist degree.

This course listing applies to candidates having appropriate prior certification who begin this program on June 13, 2024, and thereafter. Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C. At least 15 semester hours of the 30 semester hour total must be at the 600-level. All requirements must be completed during the 6 years preceding the date on which the degree is to be awarded.

Please note: Courses taken for the prerequisite Class A certification and credits over six years old cannot be counted toward this degree.

Code and Title		Hours
Instructional Support Area:		
BCE 615	Field Exper Counselor Ed (Required)	6
BCE 621	Adv Multicultural Counseling *	3
BCE 622	Developmental Guide	3
BCE 653	Intro Play Therapy	3
SPE 506	Working W/Families	3
Select SIX hours from coursework below:		6
BCE 613	Substance Abuse Counseling	
BCE 618	Adv Theory Counseling	
BCE 633	Advanced Seminar (Advanced Play Therapy)	
BCE 652	Couns Stratg Adult-Child	
BSP 660	Psychopathology	
Foundations of Professional Studies:		
BCE 626	Readings	3
Educational Research (Choose one of the following):		3
BCE 698 or Non-Dissertn Research		
BER 500 Intro Educatn Research		
or		
BER 540 Statistical Methods In Educ		
or		
BER 600 Survey of Educational Research		
or		
BER 660 Eval I:Theory & Practice		
Additional Requirements:		0-3
SPE 500	Intro Exc Childr/Youth (Required ONLY IF a survey of special education course was not completed previously.)	

Total Hours 30-33

Footnotes

* ALSDE-approved course

Transfer Credit

Graduate School information about Transfer Credit (p. 15).

Comprehensive Exams

EDS students are required to the create a comprehensive portfolio to serve as a final exam of the school counselor’s ability to apply knowledge, design a comprehensive school counseling program and be a reflective practitioner.

Graduate School information on Comprehensive Exams (p. 18).

Fieldwork/Practicum/Internship Requirements

Students in the EDS program are required to complete 100-hour fieldwork experience. This may be done in an existing placement or school counselors may look for a placement in their local school system.

Students enrolled in College of Education courses that require a clinical placement should obtain professional liability insurance. Professional liability insurance may be purchased through an independent insurer or is available to students who are members of the Student Alabama Education Association (SAEA).

Time Limit for Degree Completion

All requirements must be completed during the 6 years preceding the date on which the degree is to be awarded.

Graduate School information on Time Limits (p. 15).

Additional Academic Requirements

Electronic Learning Management System Requirement

A designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Students inactive for one calendar year without communication between the student and department will be considered withdrawn. Leave of absence can be requested through the student’s advisor.

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Student Complaint Procedures

Step 1. (optional) Student raises the issue of concern with the faculty member involved and tries to resolve the concern to the satisfaction of both parties. If the student is not comfortable with taking this first step, the student may proceed to Step 2.

Step 2. If the first Step is taken, and no resolution is found, the student may file a formal complaint or grievance with the Department Head and offer any documentation in support of the grievance. As indicated above, the student may also start the grievance process with a formal complaint to the Department Head. Once in receipt of the complaint, the Department Head is expected to work with the two parties to find a resolution to the mutual satisfaction of the parties. The Department Head is also expected to keep a documented record of the effort and to forward all documentation, as it pertains to the complaint, to the Senior Associate Dean if the complaint remains unresolved. Step 2 should take no longer than two weeks.

Step 3. Should the problem remain unresolved, the complaint (and all the accumulated documentation) is forwarded to the Senior Associate Dean to come under University grievance policies as outlined in the University’s Faculty Handbook. The Senior Associate Dean then investigates the grievance, surveys the documentation pertaining to the case and provides a summary and a recommendation to the Dean. The Dean then

renders a final decision. This final Step should not take any longer than two weeks.

Step 4. If the student is not satisfied with the decision offered by the Dean, the student may appeal to the Office of Academic Affairs.

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C.

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 15).

Certification

To be awarded Alabama Class AA School Counselor certification, students must:

- maintain a GPA of at least 3.5 on all courses with no grade below a C
- receive a passing score on a comprehensive assessment documenting mastery of the curriculum
- hold valid, prerequisite Alabama Class A School Counselor certification
- complete an application for certification through the Alabama State Department of Education

Students must complete the proper application form for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall during the last semester of the program. A student who does not apply for professional certification within 60 months after completing the state-approved program will be required to meet the current program. Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education.

According to Alabama regulations, individuals admitted to a Class AA program based on a master's level professional educator certificate from another state must earn the prerequisite Alabama certification before applying for Alabama Class AA (specialist-level) certification.

The associate dean for student services in the College of Education has been designated the teacher certification officer for the University. Students who need information about or assistance with certification should consult the associate dean for student services.

Counselor Education, Ph.D.

The Doctor of Philosophy (Ph.D.) is a terminal degree in Counselor Education. The program features a variety of preparation options for students, including preparation for professional positions as counseling educators and counseling supervisors in colleges and universities, administrative work in schools and various agencies, and appointments as advanced practitioners working in governmental agencies, non-profit settings, or private practice. A common core of preparation in the doctoral study includes advanced theoretical foundations, counselor pedagogy, counselor supervision training, and research. The doctoral

program meets the accreditation criteria of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Admissions

Cohort admission decision for Fall of each academic year are made at the follow deadlines:

Priority Deadline* - December 15th

Final Deadline - March 15th

**Applicants who apply to the priority deadline will be able to compete for graduate assistantships.*

Applicants can expect a response on their application materials within one month after the deadline.

Faculty reserve the right to revisit the application pool after final decisions in the event spots remain available, although applicants who submit their materials after the deadline should expect their applications to be denied admission or requested to be reviewed in the subsequent review period.

In addition to the minimum Graduate School admission requirements, the information below is needed for the application to be considered complete:

- CV/Resume
- A Statement of Purpose containing (a) applicant's reasons for seeking a Ph.D. in Counselor Education and Supervision; (b) the applicant's aptitude (e.g., skills, traits, and/or previous experiences) for graduate-level study in a digitally delivered program (see Statement on Digital Delivery); and (c) the applicants' approach to working with diverse populations and respect for cultural differences.
- At least two letters of recommendation (three preferred) from individuals (e.g., former professors, clinical supervisors) who can attest to the applicant's potential for success as a Counselor Education doctoral student.

Finally, an applicant for doctoral study must:

1. Possess a master's degree in school counseling from an accredited institution at the time of initial enrollment in the PhD program
2. When necessary, complete supplemental master's-equivalency courses to comply with the CACREP-accredited course of study for the master's degree in Counselor Education
3. Successfully complete a pre-admission doctoral interview for formal pursuit of the doctoral degree in Counselor Education

Admission decisions are made based on submitted application materials and an applicant interview with the admissions committee. After reviewing application packets, the Admissions Committee, which is comprised of program faculty members, will schedule applicant interviews. Dates and times of interviews will be determined and communicated to potential candidates by program faculty.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Code and Title		Hours
BCE Required Courses		
BCE 618	Adv Theory Counseling	3
BCE 619	Supervision in Counselor Ed	3
BCE 625	Advanced Internship	9

BCE 633	Advanced Seminar (Counselor Education Research)	3
BCE 635	Teaching & Scholarship in Coun	3
BCE 636	Leadership & Advocacy in Couns	3
Foundations Courses		6
Graduate-level foundational coursework in (1) any BEF or BEP courses or (2) any non-research methods courses outside the student's department.		
Educational Research		12
Students will work with advisors to identify appropriate research courses. Students must take BER 631 and BER 640.		
Dissertation Research		18
BCE 699	Dissertation Research	
Total Hours		60

Transfer Credit

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study

Graduate School information on the Doctoral Plan of Study c (p. 21) can be found here (p. 21).

Doctoral Preliminary and Comprehensive Exam

The policy of the UA Graduate School is comprehensive examination must be completed by all students seeking to graduate from any UA graduate program. The content and scheduling of the PhD comprehensive examination in Counselor Education are consistent with this expectation. Per Graduate School policies, students have two (2) opportunities for successful performance on the comprehensive examination established for their program/department.

Eligibility for the initial attempt to secure a passing score on the PhD comprehensive examination in Counselor Education is granted in the semester in which students are completing their final semester of coursework (see below), excluding foundational course. The second attempt can be scheduled to occur no earlier than the subsequent semester of a failure on the student's initial attempt. Otherwise, the Graduate School policy limiting students to two (2) opportunities for successful performance on the comprehensive examination will lead to the student's dismissal from the program.

The Comprehensive Examination in the Counselor Education & Supervision consists of a Portfolio, which serves to help evaluate doctoral student learning experiences across five key training domains (i.e., counseling, research, supervision, teaching, and leadership/advocacy).

In the final semester of minimum required coursework (defined below), excluding Foundational courses, student forms the Dissertation Committee and will begin and defend Doctoral Comprehensive Examination (i.e., Doctoral Portfolio). Minimum required coursework that must be completed by or during the final semester of coursework, includes all BCE core content and BER core content courses (defined as four courses listed below), specifically including:

BCE Courses:

- BCE 619 Supervision in Counselor Ed
- BCE 618 Adv Theory Counseling
- BCE 636 Leadership & Advocacy in Couns

- BCE 635 Teaching & Scholarship in Coun
- BCE 633 Advanced Seminar: Counselor Education Research
- BCE 625 Advanced Internship

BER Core Research Courses (12 Hours Total):

- BER 631 Inquiry As Interp: Qual I
- BER 640 Adv Statistical Methods in Ed
- BER Core Research Course 3
- BER Core Research Course 4
 - For Students starting in Fall 2022 or Prior, BER 540 Statistical Methods In Educ (or its equivalent), will count as a one of the core BER courses
 - For Students starting in Fall 2023 or Later, BER 540 Statistical Methods In Educ or equivalent will be considered as a pre-requisite for BER 640 Adv Statistical Methods in Ed, and will not be included as one of the core research courses

Graduate School information on Comprehensive Exams (p. 21).

Fieldwork/Internship Requirements

While the skills necessary for performing classroom, settings are fundamental to the educational process, a significant element of the training program or any degree sought in the Program in Counselor Education is the applied experiences. In many ways, the activities associated in typical classroom work such as examinations, presentations, research papers, and special projects are the building blocks for the work a counselor serving their clients. The curriculum in the program features a variety of practical, applied requirements. These are typically noted as practicum or internship on the student's Program Planning Record. In general, the sequence of the student's applied experiences is practicum proceeds internship and deviation from that sequence is not allowed according to CACREP.

A. Internship

In accordance with the 2024 CACREP Standards (<https://www.cacrep.org/for-programs/2024-cacrep-standards/>), doctoral students are required to complete internships that total a minimum of 600 hours. The minimum 600 hours must include supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, and leadership and advocacy).

Admission to Candidacy Requirements

After successful completion of your comprehensive examinations, as well as all other academic requirements, you are eligible for admission to candidacy for the doctoral degree. The Application for Admission to Candidacy for Degree must be completed according to the guidelines noted in the Graduate Catalog. You are also required to stay in continuous enrollment for Dissertation Research until the final oral defense of your completed dissertation.

A department-approved Admission to Candidacy for the Doctoral Degree is submitted to the Graduate School as soon as possible after passing the comprehensive examination. Students should contact the departmental advisor for submission of the Admission to Candidacy form. Candidacy takes place after passing the Dissertation Proposal.

Graduation School information on Admission to Candidacy (p. 21).

Continuous Doctoral Research Hours Registration

Graduate School Policy on Continuous Doctoral Research Hours Registration (p. 21).

Dissertation Requirements

Dissertation Process

The culmination of work in receiving a doctoral degree comes with the successful completion of the doctoral dissertation. Many students find this obstacle to be insurmountable; it is not! Essentially, the dissertation should allow students to demonstrate their ability to:

1. Analyze, interpret, and synthesize information,
2. Express ideas clearly and succinctly,
3. Demonstrate knowledge of literature, research skills, and methodologies relating to the project,
4. Describe and use methods of data collection and analysis appropriate to the project
5. Present results in a clear and logical manner, and
6. Discuss the meaning and implications of the results

The dissertation should be a project that is original, significant, substantial, and independently produced.

a. Dissertation Committee

The dissertation committee is formed in the semester during which the student completes their comprehensive examinations.

The committee can be formed prior to taking comprehensive examinations but no later than registration for BCE 699 Dissertation Research. The dissertation committee will be the committee that will assist in work throughout the completion of the dissertation. Selection decisions are critical in terms of selecting a chair with whom the student can be comfortable and committee members in whom the student has faith. In addition, the members of the committee will need to be able to work together. Students also need to have members who will be candid about their work in order to encounter as much scrutiny as possible before the defense.

- **Composition:** The committee typically consists of a minimum of five (5) members. The committee chair will typically come from Counselor Education, although this is not required. Along with the chair, students will need to choose the other members of their committee, one of whom must be outside the Department of Educational Studies in Psychology, Research Methodology, and Counseling. The selection of members of the committee should be based on their expertise and scholarly interest in the student's dissertation topic.
- **Responsibilities:** The chair of the dissertation committee is responsible for providing intense counsel in selecting the student's dissertation topic and developing their written documents (i.e., Prospectus, Proposal, and Dissertation). Close cooperation and involvement of all committee members is expected at all stages of the dissertation process. However, the student assumes the primary responsibility for pursuing the tasks, completing the documents, and meeting the deadlines associated with the completion of the dissertation.
- **Changes:** The student or any member of the committee may initiate a change of committee chairperson or member of the committee. Changes must be agreeable to the committee member being removed, the new committee member, the student, and the Program Coordinator. In the event agreement is not unanimous, the request

shall be submitted to the entire Counselor Education faculty for resolution. Changes in the composition of a Doctoral Dissertation Committee must be recorded on the Doctoral Program Committee Form and approved by the Dean of the College of Education.

b. Dissertation Prospectus

The dissertation prospectus is an informal initial overview of the student's dissertation idea. The submission and approval of a prospectus is extremely advantageous in that the student can identify areas of concern as well as potential difficulties far in advance of pursuing the actual dissertation proposal. Then, as students proceed through the remainder of the dissertation, they can confidently pursue their ideas knowing they have already secured the support of the committee.

Suggested Format

The suggested format for the prospectus should be a document of 10 - 15 pages that addresses the following elements:

- Introduction/Rationale
- Statement of Problem Purpose
- Research Questions
- Hypotheses
- Brief Overview of Literature Methodology
- Subjects
- Instrumentation
- Research Design
- Analysis of Data
- Results of Pilot or Preliminary Studies
- Possible Results - Implications/Significance of Study References

Some departure from this suggested format may be necessary based upon the student's specific plan. The prospectus must be received by all members of the committee at least ten (10) working days prior to the prospectus proposal meeting. Upon approval of the prospectus, the student may begin working on the formal proposal. Students may want to include a tentative timeline of their research agenda.

Request for Approval of Research Involving Human Subjects

The actual work of data collection for a pilot study and/or a dissertation involving human subjects must be preceded with permission for conducting such inquiries via formal approval by the Institutional Review Board for Human Subjects research. The dissertation chair will assist in efforts to secure this initial approval by The University of Alabama.

c. Dissertation Proposal

The second stage of the dissertation process is developing and presenting a formal proposal of the dissertation project for approval by the committee. It is necessary to have acceptance of the complete dissertation proposal before the student receives approval to pursue the dissertation and is admitted to candidacy for the doctoral degree.

The dissertation proposal should include:

- Introduction to the problem Statement of the problem Research questions or hypotheses
- A comprehensive review of the literature and related research
- A description of the methods of inquiry to be employed in the investigation A description of appropriate subjects, if any, and evidence of their availability Plan for data analyses
- Result of pilot studies (where appropriate)

The above information presented in the proposal is expected to be comprehensive and will include a discussion of the areas outlined as they will appear in the final dissertation.

Prior to the formal proposal meeting of the dissertation committee, the student should confer with all committee members as to a convenient day and time for the meeting. (Students are responsible for informing the committee members of the date, time, and location of the proposal meeting.) Whenever possible, public presentation of the proposal before peers and/or faculty is encouraged. The written dissertation proposal must be provided to all committee members at least 10 working days prior to your proposal meeting.

Upon acceptance of the dissertation proposal and completion of necessary changes recommended by the committee, each committee member will sign an acceptance page on the dissertation proposal. One copy of the signed proposal will be filed with the chair of the dissertation committee, and one copy will be forwarded to the Department Head of Educational Studies in Psychology, Research Methodology, and Counseling to be placed in the student's permanent file.

After successful completion of the comprehensive examinations, as well as all other academic requirements, and acceptance of the formal proposal, the student is eligible for admission to candidacy for the doctoral degree. The Application for Admission to Candidacy for Degree must be completed according to the guidelines noted in the Graduate Catalog. Students are also required to stay in continuous enrollment for Dissertation Research until the final oral defense of your completed dissertation.

d. Oral Defense of the Completed Dissertation

The format for the dissertation must comply with the guidelines noted on the Graduate School website. Deadlines for defending the dissertation and its completed, approved acceptance by the Graduate School become particularly important at this time in order to graduate at the desired time.

After completion of the dissertation project as well as development of the final dissertation document in consultation with the Chair and committee, the student will participate in a formal oral defense of the project and findings. This activity represents the cumulative efforts of the student's work and the conclusions from his/her findings. The oral defense meeting is quite similar to the dissertation proposal meeting. All members of the committee are to receive their documents no less than 10 working days prior to the defense meeting. Students are responsible for making all arrangements for the meeting date, site, and time. Coincidental with the plan for the oral defense meeting, the dissertation candidate is required to offer a formal announcement to all faculty in the College of Education about the pending defense meeting. This announcement is typically rather brief and is often communicated via e-mail. Again, the candidate is responsible for providing the announcement to all faculty.

The defense will include a presentation of all aspects of the research study. The majority of the defense should focus on the data collection, analysis, results, and implications for both the focus of the student's study and extensions of the study. Many other details regarding the dissertation document and other requirements are available for review in the Graduate Catalog. Strict adherence to these policies, expectations, and deadlines are typically enacted; exceptions are rare.

The dissertation defense is the culminating experience in the doctoral program. The student and committee chair are responsible for setting a defense date that allows all committee members to participate and to have adequate time to read the dissertation, determine its suitability for a defense, and engage in scholarly dialogue about how to best improve the document.

To promote these priorities, the scheduling of the defense follows a series of steps. The first step is to schedule a tentative defense date. Guided by the dissertation chair, students may schedule a defense date before they submit their final document to their dissertation committee. The second step is for students to submit their dissertation to the dissertation committee so that the committee may read the document and determine its readiness for a defense. Students must submit their completed dissertation to the dissertation committee at least 30 days prior to their scheduled defense date. Students may proceed with this second step after they receive expressed written consent from their dissertation chair(s).

The third step is for dissertation committee members to read the completed document. Dissertation committee members have 10 working days from the date of receipt to determine the dissertation's readiness for a defense, with readiness defined as general consensus (i.e., at least 4 of 5 committee members) that the dissertation can be filed with the Graduate School with only minimal revisions (e.g., minor editorial changes, minor substantive enhancements, and formatting). When readiness is agreed upon by the committee (i.e., 4 out of 5 committee members consent to a defense), the fourth step is for the Dissertation Chair to notify the student of the committee's disposition that a defense may occur. Once notified by their Chair(s), student may proceed with filing a public announcement of the defense. At this point, the dissertation defense date is formally confirmed.

Committee members who believe that a dissertation is not suitable for a defense should inform the Dissertation Chair within 10 working days of receiving the dissertation. The detail of their concerns should be submitted to the committee chair within the next 5 working days (if not sooner) so that the student is aware of those concerns and can address them before or during the defense. In cases where disagreements persist about student readiness to defend the dissertation, students and their dissertation chairs should consult with the Department Head as soon as possible. The Department Head will then work with the COE Dean's office and the Graduate School to determine an appropriate course of action.

All faculty members in the College of Education are to receive the announcement of the pending dissertation defense and may observe the dissertation defense. Following the student's presentation and committee examination, persons other than the committee members will be asked to leave the room before the committee conducts any discussion and subsequent voting. Positive votes by Committee members indicate that the dissertation can be filed with the Graduate School with minimal or no revisions.

Graduation School information on Dis (p. 21)sertation Requirements (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Student Progress Requirements

Each student enrolled in a degree-seeking status in every degree level of study in Counselor Education is involved in a Student Performance Review near the end of the Fall and Spring semesters. The rubric used is the Faculty Review of Student Performance and Review of Student Dispositions. The faculty review professional and personal strengths and concerns, while monitoring progress. This form entails five sections: academic skills, clinical skills, ethical and professional behaviors, personal characteristics, and the four professional dispositions, endorsed by the College of Education are also included.

Within each section, faculty members will discuss their observed student performance or individual characteristics/dispositions over various indicators and rate a student on a four-point scale: advanced, target, developing, and unacceptable. If dispositions do not meet the minimum standard of "Target," a concern for remediation plan is raised. Student data on their dispositions are also aggregated to help faculty members annually evaluate program objectives for the purpose of program improvement.

Based on this evaluation, students will receive one of the following based on rubric scores: (1) A letter stating exemplary progress in the program, (2) Communication that there were no concerns related to progress in the program, (3) Communication to meet advisor because of a provisional recommendation, and (4) An action plan is required (Remediation). Such reviews are regular components of the training program. Student reviews are conducted with the participation of all Program faculty. Results of student evaluations are entered into each student's record and discussed with the student and their advisor.

In instances of concern about a student, pertinent materials and observations about the student are examined and discussed among the faculty and remedial decisions are determined according to the Selection, Review, Retention, and Dismissal Policy noted in the appendices of the Student Handbook. Due process issues affecting student evaluations are followed in accordance with all published guidelines in materials from the Graduate Catalog and University of Alabama Faculty Handbook.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence information (p. 244)

Academic Grievances Information

Student Complaint Procedures

Step 1. (optional) Student raises the issue of concern with the faculty member involved and tries to resolve the concern to the satisfaction of both parties. If the student is not comfortable with taking this first step, the student may proceed to Step 2.

Step 2. If the first step is taken, and no resolution is found, the student may file a formal complaint or grievance with the Department Head and offer any documentation in support of the grievance. As indicated above, the student may also start the grievance process with a formal complaint to the Department Head. Once in receipt of the complaint, the Department Head is expected to work with the two parties to find a resolution to the mutual satisfaction of the parties. The Department Head is also expected to keep a documented record of the effort and to forward all documentation, as it pertains to the complaint, to the Senior Associate Dean if the complaint remains unresolved. Step 2 should take no longer than two weeks.

Step 3. Should the problem remain unresolved, the complaint (and all the accumulated documentation) is forwarded to the Senior Associate Dean to come under University grievance policies as outlined in the University's Faculty Handbook. The Senior Associate Dean then investigates the grievance, surveys the documentation pertaining to the case, and provides a summary and a recommendation to the Dean. The Dean then renders a final decision. This final step should not take any longer than two weeks.

Step 4. If the student is not satisfied with the decision offered by the Dean, the student may appeal to the Office of Academic Affairs.

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

Counselor Education: Clinical Mental Health Counseling, MA

The Masters of Arts Degree in Clinical Mental Health Counseling is designed to prepare students for employment in public and private mental-health settings. The curriculum offers course work and applied experiences in specialty areas, including couple/family counseling, addictions counseling, play therapy, and work with unique populations. The clinical mental health counseling program is 60 credit hours and meets accreditation criteria put forward by Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Admissions

In addition to the minimum Graduate School admission requirements, admission decisions are made based on submitted application materials. The following materials are required for the application to be considered complete:

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- CV/Resume
- A Statement of Purpose. In the Statement of Purpose, applicants should discuss:
 - Your interest in pursuing a MA degree in Clinical Mental Health Counseling and related career goals.
 - Your aptitude (e.g., skills, traits, and/or previous experiences) for graduate-level study in a digitally delivered program (see Statement on Digital Delivery).
 - Your approach to working with diverse populations and respect for cultural differences.
- At least two letters of recommendation (three preferred) from persons who can attest to the applicant's potential for success as a counseling graduate student.
- Official transcripts from all college-level coursework and degree programs.

The admission deadlines for each academic semester are as follows:

- Fall – February 15th
- Spring – October 15th
- Summer – February 15th

Applicants can expect a response to their application materials within a month after the deadline.

Faculty reserve the right to revisit the application pool after final decisions in the event spots remain available, although applicants who submit their materials after the deadline should expect their applications to be denied admission or requested to be reviewed in the subsequent review period.

While GRE or MAT is not required for admission, an applicant with a GPA below 3.0 but with a score of 300 or higher (verbal and quantitative combined) on the Graduate Record Examination (GRE) or a score of 50th percentile or higher on the Miller Analogies Test (MAT), may be considered for Admission with Permission to Continue.

Applicants may be eligible to be considered for Admission with Permission to Continue if they do not fully meet the requirements for regular admission. Applicants who do not meet at least one criterion for Admission with Permission to Continue will not be considered. A decision to admit an applicant with Permission to Continue will be based upon several factors including the combination of the GPA and admission test scores (if provided), the applicant's goals, and previous work experience.

Please be reminded that delays in processing applications are both necessary and inevitable. In this way, we can ensure adequate provision of faculty and Program resources for students admitted to the Program in Counselor Education.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

All Counselor Education Master's degree programs have a planned program of study. The plan follows the appropriate requirements for accreditation in that area. Once an academic advisor has been assigned, students should make an appointment to discuss their preferences and career aspirations. The program of study that a student accepts when they enter the program will be the one they will follow until they graduate. If there are any changes, they need to be approved by the advisor.

While most courses will be offered through the Program in Counselor Education (designated as BCE), many required courses will be offered by affiliated programs. Students will likely enroll in courses in Educational Psychology (designated as BEP), Educational Research (designated as BER), School Psychology (designated as BSP), and other areas. These courses afford the opportunity to take advantage of the expertise of faculty in other programs in the College of Education.

Code and Title		Hours
Required Courses		
BCE 512	Counseling Theory Proc *	3
BCE 513	Career Development	3
BCE 514	Counseling Skills *	3
BCE 516	Practicum Counseling II (pass/fail)	3
BCE 517	Professional Counseling	3
BCE 518	Intro to Clin. Ment. Hlth Cnsl	3
BCE 521	Group Procd Coun Educ	3
BCE 522	Indiv & Group Appraisal	3
BCE 528	Adv Sem. Clin. Ment. Hlth Cnsl	3
BCE 611	Multicult. Approach Counseling	3
BCE 613	Substance Abuse Counseling	3
BCE 650	Couns Stratg Fam Relatns	3
BEP 550	Life Span Development	3
BER 500	Intro Educatn Research	3
Elective		3

BSP 660	Psychopathology	3
BCE 525	Intern Sch Clint Ment Hea Cou	12
Total Hours		60

Footnotes

- * Prerequisites: Students must earn a B or higher in prerequisite courses to advance to higher-level coursework.

Transfer Credit

Graduate School information about Transfer Credit (p. 15).

Comprehensive Exam

The policy of the UA Graduate School is that a comprehensive examination or summary project must be completed by all students seeking to graduate from any UA graduate program. The content and scheduling of the master's comprehensive examination in Counselor Education is consistent with this expectation. Per Graduate School policies, students have two (2) opportunities for successful performance on the comprehensive examination established for their program/department.

Eligibility for the initial attempt to secure a passing score on the master's comprehensive examination in Counselor Education is granted in the last semester in which students are completing their master's degree. The examination must be given at least two weeks before the date of graduation and reported promptly to the dean of the Graduate School on appropriate forms. The second attempt can be scheduled as early as in the following semester or a semester other than the first administration. Students need to register for at least 1 credit-hour for taking the second attempt. The Graduate School policy limits students to two (2) attempts for successful performance on the comprehensive examination. Failure on both attempts will lead to the student's dismissal from the program.

Comprehensive Project

Your Comprehensive Project is to be submitted in an electronic form to the Coordinator of Examinations for the program. The use of electronic format is designed for ease of submission, ease of review, and further demonstration of students' technological skills per accreditation requirements. The Program Comprehensive Project is a collection of training-based materials and reflective information that demonstrate various dimensions of master level students' philosophy, abilities, and attitudes. The goal is to demonstrate how diverse activities and insights have contributed to the development of a master's student in Counselor Education.

The Comprehensive Project also serves as the Comprehensive Examination to help evaluate master's levels students learning experiences across the core areas of the CACREP standards and the second-measure point of the KPIs.

Submission Point: The Comprehensive Project will be submitted on due dates indicated in the program calendar and in students' final semester of the program. The Comprehensive Project submission will be evaluated by track faculty. The Comprehensive Project includes the following elements (related rubric included below):

A. Resume

Your resume must include previous educational experiences, work experience, professional activities/memberships, and honors. Remember your resume is your professional summary and it is a vital element of your image to both peers and the public (it is also the most essential item to provide as you pursue employment opportunities).

Your resume should be 2-pages or less and include the following headings:

1. Header (name, full address, phone number, email)
2. Professional Objective Statement (one sentence)
3. Educational Experience
4. Work Experience
5. Professional Memberships/Activities, Honors, and Relevant Skills (students may choose to break this section into two or more sections in their own resume, but they will be graded as a collective).

Based on the resume, students need to complete a reflection on the following aspects:

1. Review your resume and provide a detailed description and discussion of your career development history with current position and future career plans.
2. Give a detailed description of your career theory/model of choice and provide a rationale for your theory/model that supports your career development history, progress and projection.

B. Personal Theory Paper

The personal theory paper allows a student to demonstrate their understanding of various theoretical perspectives on the helping process with their applied experiences. This document is intended to be declarative (i.e., portraying your personal perspective) rather than comparative (i.e., selecting various theoretical models and comparing them against one another). In essence, this activity is an opportunity for you to articulate what you have learned and what you attempt to accomplish in your counseling efforts. Your personal theory paper will present your integration of training and experience through a description of the following:

1. A Brief Description of Your Theory
2. Key concepts to include:
 - a. View of human nature
 - b. Structure/development of personality
 - c. Philosophical orientation
 - d. Client's experience in therapy
 - e. Relationship between client and therapist
 - f. The therapeutic process

C. Counselor Intervention Project

During internship, students completed a counselor intervention project. Students will submit *one* of their choosing that they feel best reflects their comprehensive interviewing and case conceptualization skills, ability to use research to inform counseling practice, and knowledge of legal and ethical considerations in counseling.

D. Student Selection of Best Work

Your selection may be a paper, project, or presentation that you believe represents your best work in your area of study and preparation. You should remember that this is your opportunity to be creative with your representation of your professional skills and knowledge.

E. Summary Statement of Reflection on Counselor Identity Development at This Point in Professional Career

Students will submit a brief statement reflecting on their counselor identity development at this point in their professional career. Reflections should address their identity development.

Graduate School information on Comprehensive Exams (p. 18).

Fieldwork/Practicum/Internship Requirements

While the skills necessary to performing classroom, settings are fundamental to the educational process, a significant element of the training program or any degree sought in the Program in Counselor Education is the applied experiences. In many ways, the activities associated in typical classroom work such as examinations, presentations, research papers, and special projects are the building blocks for the work a counselor does in the field: serving their clients! The curriculum in the program features a variety of practical, applied requirements. These are typically noted as "practicum" or "internship" on the student's Program Planning Records. As was noted previously, the academic advising process is critical in the sequence of the student's applied experiences in that the general rule is "practicum precedes internships" and deviation from that sequence is not allowed. Again, the academic advisor is quite aware of this principle and will assist in course selection from the annual academic schedule to ensure both efficient and effective progress in your preparatory program.

A. Practicum

As an initial experience in applied work, students typically engage in closely supervised work with clients in courses noted as "practicum." For clinical mental health students. BCE 516 Practicum Counseling II typically involves 2 hours of weekly group supervision and one hour of weekly individual supervision with client contact throughout. University supervision for clinical mental health students is provided on campus. Students enrolled in BCE 516 may wish to secure a practicum placement at distant sites, but the expectation for on-campus supervision is not compromised. Some practicum courses are noted as "Pass/Fail" courses, meaning that performance expectations for students in these courses are NOT tied to the completion of an academic semester.

Since practicum is a prerequisite to internship and features expectations for certain skills levels, students may not be allowed to proceed to the next course in their applied experiences. Such a decision reflects the fundamental commitment of our program to quality service to clients, a position we advocate, and we expect all affiliated with our program to advocate. Practicum placements are typically arranged prior to the semester in which the student anticipates enrolling for course credit. Pre-placement arrangements should be discussed and approved by the faculty listed in the University Schedule for the section of the practicum in which the student is enrolled

Documentation. Students are responsible for retaining cumulative documentation of all practicum activities. The program requires completion of a supervised practicum in the student's designated program area of 100 clock hours. Each student's practicum includes all of the following:

Required CACREP 2024 Standards for Practicum Students:

- Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program core or affiliate faculty member, or (2) a doctoral student supervisor who is under the supervision of a qualified core or

affiliate counselor education program faculty member, or (3) a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

- Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by (a) a counselor education program faculty member or (b) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

B. Internship

The internship is considered to be the culminating academic experience and, consequently, occurs at the end of a student's training program. Expectations for internships are rather demanding in terms of placement duties and hours of commitment. Essentially, students completing the internship have the option of either one full-time placement (40 hours per week for 6 hours of credit for SC and 12 hours for CMHC) or two (2) consecutive half-time placements (20 hours per week for 3 hours of credit per semester for SC or 6 hours credit for CMHC). Student interns perform the duties of a counselor in a setting in which the student aspires to work upon graduation. Students employed in full-time work should anticipate meeting this challenge. The culminating internship experience must feature at least 600 hours of internship-related activity in the placement, of which at least 240 hours are in direct contact with clients. As with practicum, internship placements are prearranged during the semester prior to enrollments. For school and clinical mental health students, on-campus supervision is provided weekly.

Prearranged Placement. Internship placements are to be arranged and approved by the University Supervisor of Internships prior to the beginning of the semester/term for which the intern is enrolled for internship credit. To assist in making the internship experience as meaningful as possible, students are responsible for making preliminary contacts with prospective internship site placements. (This activity is very much like a job interview, a procedure we ALL hope you will undertake in the future.) Prospective interns are encouraged to develop their vita and arrange to interview with a prospective site supervisor. (A copy of the Program Planning Record may be helpful for students to discuss their academic experiences.)

Internship responsibilities and duties. The internship is an academic course and, therefore, is subject to the same scrutiny and the same rights of due process for faculty and students as with any other academic course. For this reason, the syllabus features the same language and accompanying documentation as with any other course. However, because of the uniqueness of each student's internship placement, determination of an academic grade must be based on evaluations of each student's work in that setting. No syllabus could possibly be developed to address each aspect of each intern's placement. Therefore, to clarify the expectations of the intern, the site supervisor, and the university supervisor, each intern is responsible for developing an internship agreement specifying the nature of their duties. This document serves two (2) critical purposes: (a) it becomes the basis for clarifying the agreements among all parties involved in the internship, and (b) it serves as a reference for assigning a final internship grade.

At the point of pre-approval for the internship placement, all parties will have a verbal understanding of the expectations for the internship placement. Interns should develop an initial draft of the internship agreement for discussion with their site supervisor during the first week of the placement to ensure that all desired aspects of the internship experience are addressed (copies and guidelines are provided in

supplemental handouts). Once approved by both the site supervisor and the intern, draft documents are printed on University of Alabama letterhead and signed by all parties (original document retained in University files; copies provided to intern and site supervisor). Supervision contracts are developed by each student to define roles and responsibilities of the counseling supervisor, site supervisor, and the student during practicum and internship. Departures from the stated contents of the internship agreement are to be discussed by and agreed upon by all parties. Grade determination for interns is based upon successful completion of the elements of the internship agreement.

Orientation, assistance, consultation, and professional development opportunities are provided by the counseling program faculty to site supervisors. All internship forms and supervision training are electronically provided to site supervisors.

Documentation. Interns are responsible for retaining cumulative documentation of all internship activities. The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

Required CACREP 2024 Standards for Interns:

- After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.
- Internship students complete a minimum of 240 hours of direct service with actual clients.
- Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following: (1) a counselor education program faculty member, or (2) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or (3) a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following: (1) a counselor education program faculty member or (2) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

Internship Evaluation. Evaluations of internships are secured from two (2) sources at the conclusion of the internship placement. The first source of evaluation is derived from the site supervisor using the Internship Performance Evaluation rubric. The second source of evaluation is derived from the student. These evaluations, along with the Summary of Internship Activities, are due to the university supervisor as noted on the schedule for internship. Site supervisor evaluations offer formal ratings of performance and a recommended grade based on the Internship Performance Evaluation rubric.

Site Supervisors Requirements for Practicum and Internship:

Prospective site supervisors must meet the following CACREP and program criteria:

- a minimum of a master's degree, preferably in counseling or a related profession;
- active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
- a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
- relevant training for in-person and/or distance counseling supervision;
- relevant training in the technology utilized for supervision; and
- knowledge of the program's expectations, requirements, and evaluation procedures for students.

The Procedure for completing a prearranged practicum or internship is:

1. Prospective intern interviews with prospective site supervisor.
2. Prospective intern discusses placement opportunity with university supervisor.
3. Prospective intern discusses placement opportunity with prospective site supervisor.
4. If an unapproved site, university supervisor visits site to determine placement suitability based on prospective intern's training and aspirations as well as the program
5. If approved, UA supervisor informs both site supervisor and intern of approval.

Student Insurance. All students who plan to start practicum or internship for counseling/supervision practices are responsible to purchase individual liability insurance for professional counseling at their own expense and submit a copy of insurance verification to the Practicum/ Internship Coordinator prior to their practice.

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 15).

Student Progress Requirements

Each student enrolled in a degree-seeking status in every degree level of study in Counselor Education is involved in a Student Performance review near the end of the Fall and Spring semesters. The rubric used is the Faculty Review of Student Performance and Review of Student Dispositions. The faculty review professional and personal strengths and concerns, while monitoring progress. This form entails five sections: academic skills, clinical skills, ethical and professional behaviors, personal characteristics, and the four professional dispositions, endorsed by the College of Education are also included.

Within each section, faculty members will discuss their observed student performance or individual characteristics/dispositions over various indicators and rate a student on a four-point scale: advanced, target, developing, and unacceptable. If dispositions do not meet the minimum standard of "Target," a concern for remediation plan is raised. Student data on their dispositions are also aggregated to help faculty members annually evaluate program objectives for the purpose of program improvement.

Based on this evaluation, students will receive one of the following based on rubric scores: (1) A letter stating exemplary progress in the program, (2) Communication that there were no concerns related to progress in the program, (3) Communication to meet advisor because of a provisional recommendation, and (4) An action plan is required (Remediation). Such reviews are regular components of the training program. Student reviews are conducted with the participation of all Program faculty. Results of

student evaluations are entered into each student's record and discussed with the student and their advisor.

In instances of concern about a student, pertinent materials and observations about the student are examined and discussed among the faculty and remedial decisions are determined according to the Selection, Review, Retention, and Dismissal Policy noted in the appendices of the Student Handbook. Due process issues affecting student evaluations are followed in accordance with all published guidelines in materials from the Graduate Catalog and University of Alabama Faculty Handbook.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Student Complaint Procedures

Step 1. (optional) Student raises the issue of concern with the faculty member involved and tries to resolve the concern to the satisfaction of both parties. If the student is not comfortable with taking this first step, the student may proceed to Step 2.

Step 2. If the first Step is taken, and no resolution is found, the student may file a formal complaint or grievance with the Department Head and offer any documentation in support of the grievance. As indicated above, the student may also start the grievance process with a formal complaint to the Department Head. Once in receipt of the complaint, the Department Head is expected to work with the two parties to find a resolution to the mutual satisfaction of the parties. The Department Head is also expected to keep a documented record of the effort and to forward all documentation, as it pertains to the complaint, to the Senior Associate Dean if the complaint remains unresolved. Step 2 should take no longer than two weeks.

Step 3. Should the problem remain unresolved, the complaint (and all the accumulated documentation) is forwarded to the Senior Associate Dean to come under University grievance policies as outlined in the University's Faculty Handbook. The Senior Associate Dean then investigates the grievance, surveys the documentation pertaining to the case and provides a summary and a recommendation to the Dean. The Dean then renders a final decision. This final Step should not take any longer than two weeks.

Step 4. If the student is not satisfied with the decision offered by the Dean, the student may appeal to the Office of Academic Affairs

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 15).

Counselor Education: Rehabilitation Counseling, MA

The Masters of Arts Degree in Rehabilitation Counseling is designed to prepare rehabilitation counselors to serve persons with disabilities in a variety of work settings. The rehabilitation counseling program is a 60 hour credit program and is fully accredited by the Council for the Accreditation of Counseling & Related Educational Programs (CACREP). The curriculum provides both didactic and experiential learning opportunities and culminates in a 600 hour internship.

Professional rehabilitation counselors encourage and provide support to persons with disabilities and their families by helping them meet their personal, social, vocational, psychological and wider quality of life goals. The program focuses on the provision of individual and group counseling, vocational assessment, case management, advocacy, assistive technology, and consultation services. The mission of the Rehabilitation Counselor Education (RCE) distance-based program is to produce professional rehabilitation counselors who will provide quality rehabilitation counseling services for persons with disabilities and their families.

Admissions

In addition to the minimum Graduate School admission requirements, admission decisions are made based on submitted application materials. The following materials are required for the application to be considered complete:

- CV/Resume
- A Statement of Purpose. In the Statement of Purpose, applicants should discuss:
 - Your interest in pursuing an MA degree in Rehabilitation Counseling and your related career goals.
 - Your aptitude (e.g., skills, traits, and/or previous experiences) for graduate-level study in a digitally delivered program (see Statement on Digital Delivery).
 - Your approach to working with diverse populations and respect for cultural differences.
- Three letters of recommendation consistent with goals of the program from individuals who can attest to your potential for success in graduate school (e.g., former professors, supervisors).
- Official transcripts from all college-level coursework and degree programs.

The application deadlines for admission to each academic semester are as follows:

- Fall admission – February 15th
- Spring admission – October 15th
- Summer admission – February 15th

Applicants can expect a response to their application materials within one month after the deadline.

Faculty reserve the right to revisit the application pool after final decisions in the event spots remain available, although applicants who submit their materials after the deadline should expect their applications to be denied admission or requested to be reviewed in the subsequent review period.

Admission decisions are made based on application materials submitted, cumulative grade point average (GPA) of at least 3.0, and applicant interview with the admission committee. After reviewing application

packets, interviews between selected applicants and the admission committee may be scheduled. The Admission Committee is comprised of corresponding program faculty members. Dates and times of interviews will be determined and communicated to potential candidates by program faculty. Interviews are typically group-based in which multiple applicants will be interviewed at the same time.

While Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores are not required for admission, an applicant with a GPA below 3.0 but with a score of 300 or higher (verbal and quantitative combined) on the GRE or a score in the 50th percentile or higher on the MAT may submit their scores to be considered for Admission with Permission to Continue.

Applicants may be eligible to be considered for Admission with Permission to Continue if they do not fully meet the requirements for regular admission. Applicants who do not meet at least one criterion for Admission will not be considered. A decision to admit an applicant with Permission to Continue will be based upon several factors including the combination of the GPA and admission test scores (if provided), the applicant's goals, and previous work experience.

Please understand that delays in processing applications are both necessary and inevitable. In this way, we can ensure adequate provision of faculty and program resources for students admitted to the Rehabilitation Counseling program.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Rehabilitation Counselor Education program is an online program. Similar to all Counselor Education Master's degree programs, RCE students have a planned program of study. Once an academic advisor has been assigned for your program of study, you should make an appointment to discuss your preferences and career aspirations. Some rehabilitation courses are offered as synchronous courses and will require weekly participation via live virtual classroom. The Rehabilitation Counseling program is 60 credit hours and meets accreditation criteria put forward by Council for Accreditation of Counseling and Related Educational Programs (CACREP). All students in the Rehabilitation Counseling program are required to purchase/register a Watermark™ Student Learning & Licensure account for student assessment purposes.

While the majority of your courses will be offered through the Counselor Education programs (designated as BCE), many required courses will be offered by affiliated programs. During your academic career, you will likely enroll for courses in Educational Psychology (designated as BEP), Educational Research (designated as BER), School Psychology (designated as BSP), and other areas. These courses afford the opportunity to take advantage of the expertise of faculty in other programs in the College of Education.

Code and Title		Hours
Required Courses		
BCE 512	Counseling Theory Proc *	3
BCE 513	Career Development	3
BCE 514	Counseling Skills *	3
BCE 517	Professional Counseling	3
BCE 521	Group Proced Coun Educ	3
BCE 522	Indiv & Group Appraisal	3
BCE 533	Special Topics (With title Work and Disability)	3
BCE 540	Orientation to Rehab. Counsel.	3
BCE 542	Med Aspects	3
BCE 545	Case Man., Voc. Rehab & Placem	3

BCE 611	Multicult. Approach Counseling	3
BCE 613	Substance Abuse Counseling	3
BEP 550	Life Span Development	3
BER 500	Intro Educatn Research	3
BER 540	Statistical Methods In Educ	3
BSP 660	Psychopathology	3
Elective Course (in consultation with advisor)		3
BCE 546	Pract Rehab Counseling	3
BCE 547	Intern Rehab Counseling	6
Total Hours		60

Footnotes

- * Students must earn a B or higher in prerequisite courses to advance to higher level coursework.

Transfer Credit

Graduate School information on Transfer Credit. (p. 15)

Comprehensive Exam

The policy of the Graduate School is that a comprehensive examination or summary project must be completed by all students seeking to graduate from any University of Alabama graduate program. The content and scheduling of the master's comprehensive examination in Counselor Education is consistent with this expectation. Per Graduate School policies, students have two (2) opportunities for successful performance on the comprehensive examination established for their program/department.

Eligibility for the initial attempt to secure a passing score on the master's comprehensive examination in Counselor Education is granted in the last semester in which students are completing their master's degree. The examination must be given at least two weeks before the date of graduation and reported promptly to the dean of the Graduate School on appropriate forms. The second attempt can be scheduled as early as in the following semester or a semester other than the first administration. Students need to register for at least 1 credit-hour for taking the second attempt. The Graduate School policy limits students to two (2) attempts for successful performance on the comprehensive examination. Failure on both attempts will lead to the student's dismissal from the program.

Objective Section

The objective portion of the comprehensive examination consists of 200 multiple-choice items. Questions are taken from courses required for the degree. This includes questions from the research and the Life Span Development courses. Students must achieve a score of 70% (140) or higher on the objective section in order to pass this section.

Typically, students are provided three hours to complete the objective section of the master's comprehensive examination. Dates and times for the objective examination are posted on the Rehabilitation Counseling webpage at the beginning of each academic year. In the event that a student requires an accommodation beyond the typical examination conditions, the student should contact the Office of Disability Services and request approval for exam accommodations (no less than two [2] working weeks before the examination). Once approved, an ODS staff member will inform the designated faculty about the required test accommodation. Students are encouraged to be familiar with regulations affecting comprehensive examinations published in the University of Alabama Graduate Catalog on their website or contact the Graduate School for further information.

Content areas for objective portion of comprehensive exam:

Foundations (Content Areas)

- Counseling Theorists and their Theories
- Counseling Skills and the Helping Relationship
- Group Work
- Career Theorists and their Theories
- Career Development Process and Career
- Counseling Research Designs and Methods
- Individual and Group Appraisal
- Life Span Development

Program Emphasis-Rehabilitation Counseling (Content Areas)

- Societal Attitudes and Disability
- Models of Disability
- Legislative History of Rehabilitation
- Counseling Policies and Laws Affecting Persons with Disabilities
- Roles and Functions of Rehabilitation Counselors
- The Vocational Rehabilitation Process
- Principles of Case Management
- Assessment in Vocational Rehabilitation
- Medical and Psychological Evaluations
- Job Development and Placement
- Resources for Occupational and Labor Market Information
- Job Analysis, Job Modification and Reasonable Accommodations
- Federal Employment Incentives
- Supported Employment
- Work Adjustment
- Assistive Technology
- Independent Living Advocacy
- Rehabilitation Ethics and Ethical Decision Making
- Medical Aspects and Psychological Aspects of Disability
- Health and Wellness
- Adjustment to Disability
- Multicultural Issues and Disability
- Disability Management
- Private-for-Profit Rehabilitation

Graduate School information Comprehensive Exams (p. 15).

Fieldwork/Practicum/Internship Requirements

While the skills necessary to performing classroom, settings are fundamental to the educational process, a significant element of the training program or any degree sought in the Program in Counselor Education is the applied experiences. In many ways, the activities associated in typical classroom work such as examinations, presentations, research papers, and special projects are the building blocks for the work a counselor does in the field: serving their clients. The curriculum in your program features a variety of practical, applied requirements. These are typically noted as "practicum" or "internship" on your Program Planning Records. As was noted previously, the academic advising process is critical in the sequence of your applied experiences in that the general rule is "practicum precedes internships" and deviation from that sequence is not allowed. Again, your academic advisor is quite

aware of this principle and will assist in your course selection from the annual academic schedule to insure both efficient and effective progress in your preparatory program.

A. Practicum

As an initial experience in applied work, students typically engage in closely supervised work with clients in courses noted as "practicum." For rehabilitation counseling students, BCE 546 typically involves 2 hours of weekly group supervision and one hour of weekly individual supervision with client contact throughout. University supervision for rehabilitation counseling students is provided via Zoom online video conference.

Since practicum is a prerequisite to internship and features expectations for certain skills levels, students may not be allowed to proceed to the next course in their applied experiences. Such a decision reflects the fundamental commitment of our program to quality service to clients, a position we advocate and we expect all affiliated with our program to advocate. Practicum placements are typically arranged prior to the semester in which the student anticipates enrolling for course credit. Pre-placement arrangements should be discussed and approved by the faculty listed in the University Schedule for the section of the practicum in which the student is enrolled.

Documentation. Students are responsible for retaining cumulative documentation of all practicum activities. The program requires completion of a supervised practicum in the student's designated program area of 100 clock hours. Each student's practicum includes all of the following:

Required CACREP 2024 Standards for Practicum Students:

- Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program core or affiliate faculty member, or (2) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or (3) a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by (a) a counselor education program faculty member or (b) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

B. Internship

The internship is considered to be the culminating academic experience and, consequently, occurs at the end of a student's training program. Expectations for internships are rather demanding in terms of placement duties and hours of commitment. Essentially, students completing the internship have the option of either one full-time placement (40 hours per week for 6 hours of credit for Rehabilitation Counseling) or two (2) consecutive half-time placements (20 hours per week for 3 hours of credit per semester for Rehabilitation Counseling). Student interns perform the duties of a counselor in a setting in which the student aspires to work upon graduation. Students employed in full-time work should anticipate

meeting this challenge. The culminating internship experience must feature at least 600 hours of internship-related activity in the placement, of which at least 240 hours are in direct contact with clients. As with practicum, internship placements are prearranged during the semester prior to enrollments. For rehabilitation counseling students, Zoom online video conference is provided weekly for the supervision purpose.

Prearranged Placement. Internship placements are to be approved by the University Supervisor of Internships prior to the beginning of the semester/term for which the intern is enrolled for internship credit. To assist in making the internship experience as meaningful as possible, students are responsible for making preliminary contacts with prospective internship site placements (this activity is very much like a job interview, a procedure we ALL hope you will undertake in the future). Prospective interns are encouraged to develop their vita and arrange to interview with a prospective site supervisor (a copy of your Program Planning Record may be helpful for students to discuss their academic experiences).

Internship responsibilities and duties. Basic Student Responsibilities: (a) Complete work at internship site as specified in Internship Agreement, (b) Participate in weekly individual site supervision, (c) Participate in weekly university group supervision, and (d) Complete and submit all required forms including weekly progress reviews/summaries/time log, mid-internship self-evaluation, and final self-evaluation. **Basic Agency Responsibilities:** (a) Assign a site supervisor who meets minimum education and experience requirements, (b) Provide intern with an orientation to the agency, (c) Provide an average of one hour of weekly individual supervision, (d) Expose intern to the range of services provided by the agency, (e) Provide intern with opportunities to perform multiple functions in the agency, depending on the focus of the agency, (f) Communicate at least three times with the university supervisor for progress review, (g) Complete a mid-internship evaluation of the student and (h) Complete a final evaluation of the student. **Basic University Supervisor Responsibilities:** (a) Maintain direct and periodic communication (at least 3 times a semester) with the site supervisor, (b) Provide one hour of weekly individual supervision or 1½ hours of group supervision, (c) Be available for consultation with both site supervisor and intern, and (d) Assign a final grade for the internship.

Orientation, assistance, consultation, and professional development opportunities are provided by the counseling program faculty to site supervisors. All internship forms and supervision training are electronically provided to site supervisors.

Documentation. Interns are responsible for retaining cumulative documentation of all internship activities. The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

Required CACREP 2024 Standards for Interns:

- After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.
- Internship students complete a minimum of 240 hours of direct service with actual clients.
- Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following: (1) a counselor education program faculty

member, or (2) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or (3) a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

- Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following: (1) a counselor education program faculty member or (2) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

Internship Evaluation. Evaluations of internships are secured from two (2) sources at the conclusion of the internship placement. The first source of evaluation is derived from the site supervisor using the Internship Performance Evaluation rubric. The second source of evaluation is derived from the student. These evaluations, along with the Summary of Internship Activities, are due to the university supervisor as noted on the schedule for internship. Site supervisor evaluations offer formal ratings of performance and a recommended grade based on the Internship Performance Evaluation rubric.

Site Supervisors Requirements for Practicum and Internship:

Prospective site supervisors must meet the following CACREP and program criteria:

- a minimum of a master's degree, preferably in counseling or a related profession;
- active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
- a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
- relevant training for in-person and/or distance counseling supervision;
- relevant training in the technology utilized for supervision; and
- knowledge of the program's expectations, requirements, and evaluation procedures for students

The Procedure for completing a prearranged practicum or internship is:

1. Prospective intern interviews with prospective site supervisor.
2. Prospective intern discusses placement opportunity with university supervisor.
3. Prospective intern discusses placement opportunity with prospective site supervisor.
4. If an unapproved site, university supervisor visits site to determine placement suitability based on prospective intern's training and aspirations as well as the program
5. If approved, UA supervisor informs both site supervisor and intern of approval.

Student Insurance. Prior to 8/18/20, students are enrolled for UA liability insurance through registration for any practicum or internship in Counselor Education per policy of the Office of Risk Management. Students must complete the liability form each term and return the form to BCE instructor for course. Beginning from 8/19/2020, all students who plan to start practicum or internship for counseling/supervision practices are responsible to purchase individual liability insurance for professional counseling at their own expense and submit a copy of

insurance verification to the Practicum/Internship Coordinator prior to their practice.

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 15).

Student Progress Requirements

Each student enrolled in a degree-seeking status in every degree level of study in Counselor Education is involved in a Student Performance review near the end of Fall and Spring semesters. The rubric used is the Faculty Review of Student Performance and Review of Student Dispositions. The faculty review professional and personal strengths and concerns, while monitoring progress. This form entails five sections: academic skills, clinical skills, ethical and professional behaviors, personal characteristics, and the four professional dispositions, endorsed by the College of Education are also included.

Within each section, faculty members will discuss their observed student performance or individual characteristics/dispositions over various indicators and rate a student on a four-point scale: advanced, target, developing, and unacceptable. If dispositions do not meet the minimum standard of "Target," a concern for remediation plan is raised. Student data on their dispositions are also aggregated to help faculty members annually evaluate program objectives for the purpose of program improvement.

Based on this evaluation, students will receive one of the following based on rubric scores: (1) A letter stating exemplary progress in the program, (2) Communication that there were no concerns related to progress in the program, (3) Communication to meet advisor because of a provisional recommendation, and (4) An action plan is required (Remediation). Such reviews are regular components of the training program. Student reviews are conducted with the participation of all Program faculty. Results of student evaluations are entered into each student's record and discussed with the student and their advisor.

In instances of concern about a student, pertinent materials and observations about the student are examined and discussed among the faculty and remedial decisions are determined according to the Selection, Review, Retention, and Dismissal Policy noted in the appendices of the Student Handbook. Due process issues affecting student evaluations are followed in accordance with all published guidelines in materials from the Graduate Catalog and University of Alabama Faculty Handbook.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 15).

Counselor Education: School Counseling, MA

The Master of Arts degree in Counselor Education: School Counseling is designed to provide prospective school counselors with the skills necessary to establish and conduct effective developmental guidance and counseling programs in the pre-k-12 school setting. Students are trained through a comprehensive curriculum and internship program that qualifies them for work at all levels of school counseling. The program meets accreditation criteria of The Council for the Accreditation of Educator Preparation (CAEP) and Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Admissions

In addition to the minimum Graduate School admission requirements, admission decisions are made based on submitted application materials. The following materials are required for the application to be considered complete:

- CV/Resume
- A Statement of Purpose. In the Statement of Purpose, applicants should discuss:
 - Your interest in pursuing a MA degree in Counselor Education and your related career goals.
 - Your aptitude (e.g., skills, traits, and/or previous experiences) for graduate-level study in a digitally delivered program (see Statement on Digital Delivery).
 - Your approach to working with diverse populations and respect for cultural differences.
- Three letters of recommendation consistent with goals of the program from persons who can attest to your potential for success in graduate school.
- Official transcripts from all college-level coursework and degree programs.

Applicants without prior certification and/or professional educational experience may be considered for admission to this CACREP-accredited program. However, applicants pursuing Alabama Class A School Counselor certification through the traditional approach must hold at least bachelor's level professional educator certification in a teaching field or master's level professional educator certification in an instructional support area. Additionally, two full years of full-time professional educational experience in a P-12 setting is required for the traditional approach.

The admission deadlines for each academic semester are as follows:

- Fall – February 15th
- Spring – October 15th
- Summer – February 15th

Applicants can expect a response to their application materials within one month after the deadline.

Faculty reserve the right to revisit the application pool after final decisions in the event spots remain available, although applicants who submit their materials after the deadline should expect their applications to be denied admission or requested to be reviewed in the subsequent review period.

Admission decisions are made based on application materials submitted. After reviewing application packets, interviews may take place between applicants and faculty.

While GRE or MAT is not required for regular admission, an applicant with a GPA below 3.0 but with a score of 300 or higher (verbal and quantitative combined) on the Graduate Record Examination (GRE) or a score of 50th percentile or higher on the Miller Analogies Test (MAT), may be considered for Admission with Permission to Continue.

Applicants who do not fully meet the GPA or admission test score requirements may be eligible to be considered for Admission with Permission to Continue. Applicants who do not meet at least one criterion for Admission with Permission to Continue are not considered for admission. A decision to admit an applicant with Permission to Continue into the program will be based upon several factors including the combination of GPA and admission test scores (if provided), goals, and previous work experience.

Please be reminded that delays in processing applications are both necessary and inevitable. In this way, we can ensure adequate provision of faculty and Program resources for students admitted to the Program in Counselor Education.

Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

All Counselor Education master's degree programs consist of a planned program of study. The plan follows the appropriate requirements for accreditation in that area. Once an academic advisor has been assigned, students should make an appointment to discuss their preferences and career aspirations. The program of study that a student accepts when entering the program will be the one followed until graduation. If there are any changes to a student's coursework, they need to be approved by the advisor. All students in the School Counseling program are required to purchase/register a WatermarkTM Student Learning & Licensure account for student assessment purpose.

While the majority of courses will be offered through the Program in Counselor Education (designated as BCE), many required courses will be offered by affiliated programs, including courses in Educational Psychology (designated as BEP), Educational Research (designated as BER), School Psychology (designated as BSP), and other areas. These courses will afford students the opportunity to take advantage of the expertise of faculty in other program areas.

Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C. Passing scores on a comprehensive exam and the appropriate Praxis assessment(s) are required.

Code and Title		Hours
Required Courses:		
BCE 511	Principles Of Guidance	3
BCE 512	Counseling Theory Proc ⁺	3
BCE 513	Career Development	3
BCE 514	Counseling Skills ⁺	3
BCE 517	Professional Counseling	3
BCE 521	Group Procecd Coun Educ	3
BCE 522	Indiv & Group Appraisal	3
BCE 523	Prog Development & Mgt	3
BCE 611	Multicult. Approach Counseling [*]	3

BCE 650	Couns Stratg Fam Relatns	3
BEP 550	Life Span Development	3
BSP 660	Psychopathology	3
Educational Research:		
BER 500	Intro Educatn Research (or an advisor-approved BER course)	3
Practicum		
BCE 516	Practicum Counseling II	3
Internship:		
BCE 525	Intern Sch Clint Ment Hea Cou (spanning grade levels P-12) **	12
Additional Requirements:		
Elective (with advisor approval only)		3
SPE 500*** or advisor approved elective		3
Total Hours		60

Footnotes

- * ALSDE-approved course
- ** Passing the Praxis is required prior to enrollment in BCE 525 Intern Sch Clint Ment Hea Cou.
- *** If the student completed an Introduction to Exceptional Children course as an undergraduate, substitute another 500-level course with advisor approval. SPE 500 Intro Exc Childr/Youth is an ALSDE requirement for certification.
- + Prerequisites: Students must earn a B or higher in prerequisite courses to advance to higher-level coursework.

Transfer Credit

In compliance with regulations established by the Alabama Department of Education and outlined in the Alabama Administrative Code, coursework used to meet Class B certification requirements may not be used to meet requirements for Class A certification.

Graduate School information on Transfer Credit (p.).

Comprehensive Exam

The policy of the UA Graduate School is that a comprehensive examination or summary project must be completed by all students seeking to graduate from any UA graduate program. The content and scheduling of the master's comprehensive examination in Counselor Education is consistent with this expectation. Per Graduate School policies, students have two (2) opportunities for successful performance on the comprehensive examination established for their program/department.

Eligibility for the initial attempt to secure a passing score on the master's comprehensive examination in Counselor Education is granted in the last semester in which students are completing their master's degree. The examination must be given at least two weeks before the date of graduation and reported promptly to the dean of the Graduate School on appropriate forms. The second attempt can be scheduled as early as in the following semester or a semester other than the first administration. Students need to register for at least 1 credit-hour for taking the second attempt. The Graduate School policy limits students to two (2) attempts for successful performance on the comprehensive examination. Failure on both attempts will lead to the student's dismissal from the program.

Comprehensive Project

Your Comprehensive Project is to be submitted in an electronic form to the Coordinator of Examinations for the program. The use of electronic

format is designed for ease of submission, ease of review, and further demonstration of students' technological skills per accreditation requirements. The Program Comprehensive Project is a collection of training-based materials and reflective information that demonstrate various dimensions of master level students' philosophy, abilities, and attitudes. The goal is to demonstrate how diverse activities and insights have contributed to the development of a master's student in Counselor Education.

The Comprehensive Project also serves as the Comprehensive Examination to help evaluate master's levels students learning experiences across the core areas of the CACREP standards and the second-measure point of the KPIs.

Submission Point: The Comprehensive Project will be submitted on due dates indicated in the program calendar and in students' final semester of the program. The Comprehensive Project submission will be evaluated by track faculty. The Comprehensive Project includes the following elements (related rubric included below):

A. Resume

Your resume must include previous educational experiences, work experience, professional activities/memberships, and honors. Remember your resume is your professional summary and it is a vital element of your image to both peers and the public (it is also the most essential item to provide as you pursue employment opportunities).

Your resume should be 2-pages or less and include the following headings:

1. Header (name, full address, phone number, email)
2. Professional Objective Statement (one sentence)
3. Educational Experience
4. Work Experience
5. Professional Memberships/Activities, Honors, and Relevant Skills (students may choose to break this section into two or more sections in their own resume, but they will be graded as a collective).

Based on the resume, students need to complete are a reflection on the following aspects:

1. Review your resume and provide a detailed description and discussion of your career development history with current position and future career plans
2. Give a detailed description of your career theory/model of choice and provide a rationale for your theory/model that supports your career development history, progress and projection

B. Personal Theory Paper

The personal theory paper allows a student to demonstrate their understanding of various theoretical perspectives on the helping process with their applied experiences. This document is intended to be declarative (i.e., portraying your personal perspective) rather than comparative (i.e., selecting various theoretical models and comparing them against one another). In essence, this activity is an opportunity for you to articulate what you have learned and what you attempt to accomplish in your counseling efforts. Your personal theory paper will present your integration of training and experience through a description of the following:

1. A Brief Description of Your Theory
2. Key concepts to include:
 - a. View of human nature
 - b. Structure/development of personality

- c. Philosophical orientation
- d. Client's experience in therapy
- e. Relationship between client and therapist
- f. The therapeutic process

C. Counselor Intervention Project

During internship, students completed a counselor intervention project. Students will submit *one* of their choosing that they feel best reflects their comprehensive interviewing and case conceptualization skills, ability to use research to inform counseling practice, and knowledge of legal and ethical considerations in counseling.

D. Student Selection of Best Work

Your selection may be a paper, project, or presentation that you believe represents your best work in your area of study and preparation. You should remember that this is your opportunity to be creative with your representation of your professional skills and knowledge

E. Summary Statement of Reflection on Counselor Identity Development at This Point in Professional Career

Students will submit a brief statement reflecting on their counselor identity development at this point in their professional career. Reflections should address their identity development.

Graduate School information on Comprehensive Exams (p.).

Fieldwork/Practicum/Internship Requirements

While the skills necessary to performing in the classroom settings are fundamental to the educational process, a significant element of the training program or any degree sought in the Program in Counselor Education is the applied experiences. In many ways, the activities associated in typical classroom work such as examinations, presentations, research papers, and special projects are the building blocks for the work a counselor does in the field: serving their clients! The curriculum in your program features a variety of practical, applied requirements. These are typically noted as "practicum" or "internship" on your Program Planning Records.

Note: Practicum must be completed at a Middle School and Internship must split between an Elementary and High School.

A. Practicum

As an initial experience in applied work, school counseling students engage in closely supervised work with students in the schools in course noted as "practicum." BCE 516 typically involves at least 2 hours of weekly group supervision and one hour of weekly individual supervision with student contact throughout. University supervision for school counseling students is provided on campus. Students enrolled in BCE 516 may wish to secure a practicum placement at distant sites, but the expectation for on-campus supervision is not compromised.

The Practicum course is noted as "Pass/Fail" courses, meaning that performance expectations for students in these courses are NOT tied to the completion of an academic semester.

Since practicum is a prerequisite to internship and features expectations for certain skills levels, students may not be allowed to proceed to the next course in their applied experiences until they have "passed" the course. Such a decision reflects the fundamental commitment of our program to quality service to students, a position we advocate, and we expect all affiliated with our program to advocate. Practicum placements are typically arranged prior to the semester in which the student

anticipates enrolling for course credit. Pre-placement arrangements should be discussed and approved by the faculty listed in the University Schedule for the section of the practicum in which the student is enrolled.

Documentation. Students are responsible for retaining cumulative documentation of all practicum activities. The program requires completion of a supervised practicum in the student's designated program area of 100 clock hours. Each student's practicum includes all of the following:

Required CACREP 2024 Standards for Practicum Students:

- Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program core or affiliate faculty member, or (2) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or (3) a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by (a) a counselor education program faculty member or (b) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

B. Internship

The internship is the culminating academic experience and, consequently, occurs at the end of a student's training program. Expectations for internships are rather demanding in terms of placement duties and hours of commitment. Essentially, students completing the internship have the option of either one full-time placement (40 hours per week for 6 hours of credit for SC) or two (2) consecutive half-time placements (20 hours per week for 3 hours of credit per semester for SC). Student interns perform the duties of a school counselor in a setting in which the student aspires to work upon graduation. Students employed in full-time work should anticipate meeting this challenge. The culminating internship experience must feature at least 600 hours of internship-related activity in the placement, of which at least 240 hours are in direct contact with clients or students. As with practicum, internship placements are prearranged during the semester prior to enrollments. For school counseling students, on-campus supervision is provided weekly.

Prearranged Placement. Internship placements are to be arranged and approved by the University Supervisor of Internships prior to the beginning of the semester/term for which the intern is enrolled for internship credit. To assist in making the internship experience as meaningful as possible, students are responsible for making preliminary contacts with prospective internship site placements (this activity is very much like a job interview, a procedure we ALL hope you will undertake in the future!). Prospective interns are encouraged to develop their vita and arrange to interview with a prospective site supervisor (a copy of your Plan of Study may be helpful for students to discuss their academic experiences).

Internship responsibilities and duties. The internship is an academic course and, therefore, is subject to the same scrutiny and the same rights of due process for faculty and students as with any other academic course. For this reason, your syllabus features the same language and accompanying documentation as with any other course. However, because of the uniqueness of each student's internship placement, determination of an academic grade must be based on evaluations of each student's work in that setting. No syllabus could possibly be developed to address each aspect of each intern's placement. Therefore, to clarify the expectations of the intern, the site supervisor, and the university supervisor, each intern is responsible for developing an internship agreement specifying the nature of their duties. This document serves two (2) critical purposes: (a) it becomes the basis for clarifying the agreements among all parties involved in the internship, and (b) it serves as a reference for assigning a final internship grade.

At the point of pre-approval for the internship placement, all parties will have a verbal understanding of the expectations for the internship placement. Interns should develop an initial draft of the internship agreement for discussion with their site supervisor during the first week of the placement to ensure that all desired aspects of the internship experience are addressed (copies and guidelines are provided in supplemental handouts). Once approved by both the site supervisor and the intern, draft documents are printed on University of Alabama letterhead and signed by all parties (original document retained in University files; copies provided to intern and site supervisor). Supervision contracts are developed by each student to define roles and responsibilities of the counseling supervisor, site supervisor, and the student during practicum and internship. Departures from the stated contents of the internship agreement are to be discussed by and agreed upon by all parties. Grade determination for interns is based upon successful completion of the elements of the internship agreement.

Orientation, assistance, consultation, and professional development opportunities are provided by the counseling program faculty to site supervisors. All internship forms and supervision training are electronically provided to site supervisors.

Documentation. Interns are responsible for retaining cumulative documentation of all internship activities. The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

Required CACREP 2024 Standards for Interns:

- After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their CACREP specialized practice area.
- Internship students complete a minimum of 240 hours of direct service with actual clients.
- Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following: (1) a counselor education program faculty member, or (2) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or (3) a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

- Throughout the duration of the internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following: (1) a counselor education program faculty member or (2) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

Internship Evaluation. Evaluations of internships are secured from two (2) sources at the conclusion of the internship placement. The first source of evaluation is derived from the site supervisor using the Internship Performance Evaluation rubric. The second source of evaluation is derived from the student. These evaluations, along with the Summary of Internship Activities, are due to the university supervisor as noted on the schedule for internship. Site supervisor evaluations offer formal ratings of performance and a recommended grade based on the Internship Performance Evaluation rubric.

Site Supervisors Requirements for Practicum and Internship:

Prospective site supervisors must meet the following CACREP and program criteria:

- a minimum of a master's degree, preferably in counseling or a related profession;
- active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
- a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
- relevant training for in-person and/or distance counseling supervision;
- relevant training in the technology utilized for supervision; and
- knowledge of the program's expectations, requirements, and evaluation procedures for students.

The Procedure for completing a prearranged practicum or internship is:

1. Prospective intern interviews with prospective site supervisor.
2. Prospective intern discusses placement opportunity with university supervisor.
3. Prospective intern discusses placement opportunity with prospective site supervisor.
4. If an unapproved site, university supervisor visits site to determine placement suitability based on prospective intern's training and aspirations as well as the program
5. If approved, UA supervisor informs both site supervisor and intern of approval.

Student Insurance. Prior to 8/18/20, students are enrolled for UA liability insurance through registration for any practicum or internship in Counselor Education per policy of the Office of Risk Management. Students must complete the liability form each term and return the form to BCE instructor for course. Beginning from 8/19/2020, all students who plan to start practicum or internship for counseling/supervision practices are responsible to purchase individual liability insurance for professional counseling at their own expense and submit a copy of insurance verification to the Practicum/Internship Coordinator prior to their practice.

Time Limit for Degree Completion

Graduate School information on Time Limits (p.).

Student Progress Requirements

Each student enrolled in a degree-seeking status in every degree level of study in Counselor Education is involved in a Student Performance review near the end of Fall and Spring semesters. The rubric used is the Faculty Review of Student Performance and Review of Student Dispositions. The faculty review professional and personal strengths and concerns, while monitoring progress. This form entails five sections: academic skills, clinical skills, ethical and professional behaviors, personal characteristics, and the four professional dispositions, endorsed by the College of Education are also included.

Within each section, faculty members will discuss their observed student performance or individual characteristics/dispositions over various indicators and rate a student on a four-point scale: advanced, target, developing, and unacceptable. If dispositions do not meet the minimum standard of "Target," a concern for remediation plan is raised. Student data on their dispositions are also aggregated to help faculty members annually evaluate program objectives for the purpose of program improvement.

Based on this evaluation, students will receive one of the following based on rubric scores: (1) A letter stating exemplary progress in the program, (2) Communication that there were no concerns related to progress in the program, (3) Communication to meet advisor because of a provisional recommendation, and (4) An action plan is required (Remediation). Such reviews are regular components of the training program. Student reviews are conducted with the participation of all Program faculty. Results of student evaluations are entered into each student's record and discussed with the student and their advisor.

In instances of concern about a student, pertinent materials and observations about the student are examined and discussed among the faculty and remedial decisions are determined according to the Selection, Review, Retention, and Dismissal Policy noted in the appendices of the Student Handbook. Due process issues affecting student evaluations are followed in accordance with all published guidelines in materials from the Graduate Catalog and University of Alabama Faculty Handbook.

Additional Academic Requirements

All students are required to complete fingerprinting for background clearance before going into the schools. A passing score on the Professional School Counselor Praxis subject assessment is required.

Students who do not have valid professional educator certification (valid teaching certificate in AL) and two years of full-time acceptable professional educational work experience prior to admission to the MA program will be required to take and pass the National Counselor Examination (NCE) before applying for certification in Alabama.

Electronic Learning Management System Requirement

A designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Students are required to maintain a VIA/Watermark account. Students are required to submit (1) Showcase of Resources for Advanced Certification Students (i.e., School Counseling Portfolio), at three checkpoints, throughout their program of study and (2) assignments for CACREP-affiliated course.

Academic Misconduct Information

Graduate School information on Academic Misconduct. (p. 7)

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p.).

Certification

To be eligible for Alabama Class A School Counselor certification based on a State-approved program, students must:

- maintain a GPA of at least 3.25 on all courses with no grade below a C
- earn a passing score on the appropriate, Alabama approved Praxis for School Counseling
- hold at least a valid Alabama Class B professional educator certificate in a teaching field, a valid Class A professional leadership certificate, or a valid Class A professional educator certificate in another area of instructional support

Students must complete the proper application form for Alabama certification. A student who does not apply for professional certification within 60 months after completing a State-approved program will be required to meet the current program.

According to Alabama regulations, individuals admitted to a Class A program based on a professional educator certificate from another state must earn the prerequisite Alabama certification before applying for Alabama Class A (master's level) certification.

Alternatively, individuals who have completed at least the master's degree level CACREP-accredited school counseling program may apply for Alabama certification in school counseling through the CACREP-Accredited School Counseling Program Approach.

Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education and are responsible for knowledge about professional licensure requirements in those states.

Project PROMISE is a collaborative partnership between The University of Alabama's College of Education, the School of Social Work, and the Tuscaloosa City School (TCS) system. This five-year federally-funded initiative will train and place 40 master's-trained school-based mental health practitioners, specifically school counselors and social workers, to serve K-12 students in high-needs school districts. Please review the program website for more information <https://promise.ua.edu>.

If you have any questions, please contact:

Dr. Mugoya—Project PI/PD at gmugoya@ua.edu

Faustinn Frimpong—Project Coordinator at fofrimpong@ua.edu

Graduate School information on Financial Assistance.

Educational Psychology, Ed.S.

The University of Alabama School Psychology Program is designed to provide exemplary graduate training in research and in the application of practice related to the learning, development, and mental health of children and youth, and their families. The EdS program includes an integrated and sequential program of study with comprehensive coursework and supervised field experiences. Candidates participate in courses and seminars in assessment and data collection, interventions and decision making, prevention and consultation, professional school psychology, sociocultural and educational foundations, psychological foundations, human development, statistics and research, and other areas. Candidates are required to participate in extensive practicum, internship, and research experiences. All graduates are eligible to apply for EdS-level certification through state education agencies.

NOTE: The Educational Psychology, EdS program has two available options:

1. **Option 1:** Students complete the program by attending classes in person on the main UA campus in Tuscaloosa, AL. Students in this option typically take between 9 and 15 credits per semester. This option is designed to be completed over two-years of coursework and a year-long internship (1200 hours). Option 1 is recognized and approved by the National Association of School Psychologists (NASP), and graduates are eligible to apply for the NCSP. For Class AA certification in Alabama, graduates may apply via the National School Psychologist Approach. Please see the Requirements page for admissions, coursework, and additional information for this option.
2. **Option 2:** Students complete the program by attending distance learning/hybrid classes. This option is designed for working professionals, and most students take 6 credits per semester. Typically, students complete 1-3 years of coursework, followed by a year-long internship (1200 hours). Master's level certification in either School Psychometry or Special Education is required for admission into this program. Option 2 is recognized and approved by the Alabama State Department of Education (ALSDE), and graduates are eligible to apply for Class AA certification in School Psychology. Graduates may independently apply for the NCSP through the portfolio submission process with NASP.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include a vita/resume and three letters of recommendation consistent with goals of the program. An applicant to a College of Education program that leads to professional certification must submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant's academic and professional capabilities. All admitted applicants must also meet the fingerprinting requirement for background clearance.

For Option 1: Prospective students are encouraged to complete their applications by January 1 for priority admission the following Fall. Please note that a prior graduate degree or educator certification is not required for admission to the Option 1 (on-campus).

For Option 2: Applicants are encouraged to complete their applications by either January 1 (priority admission) or March 1 for admission. In addition, Option 2 (*distance learning/hybrid*) applicants must meet

admission requirements established by the Alabama State Department of Education:

1. Valid master's level certification in school psychometry, school psychology, or special education
2. Two years of acceptable, professional educational experience in a P-12 setting

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

Changes to Certification Programs

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Board of Education. In order to maintain compliance with the Alabama Board of Education, admission and program requirements are subject to change. For the most current information, please check with the Office of Student Services and Certification or the program advisor.

See the Admission Criteria section of this catalog for more information.

Educational Psychology, EDS with a Concentration in School Psychology Curriculum Requirements

Course Requirements (On-Campus Program, Option 1)

Code and Title		Hours
Data-Based Decision Making and Accountability:		
BSP 521	Cog Acad Assess	3
BSP 523	Social-Behavioral Assessment	3
Consultation, Intervention, and Prevention:		
BSP 632	Behavior Interventions	3
BSP 633	Acad Interv Decision Making	3
BSP 638	Consultation and Supervision	3
BCE 512	Counseling Theory Proc	3
Psychological and Diversity Factors:		
BEP 541	Learning and Cognition	3
BEP 565	Personality & Social Dev	3
BSP 601	Appl Pediatric Neuropsych	3
BSP 660	Psychopathology	3
Instructional and Schools/Systems Factors:		
BEF 534	Multicultural Education	3
CRD 569	Intro to Literacy Education	3
SPE 500	Intro Exc Childr/Youth *	3
*If a survey of special education course (SPE 500 or SPE 300) has been completed previously, another graduate-level SPE course should be selected from SPE 520, SPE 531, SPE 532, SPE 571, SPE 576, SPE 581, SPE 582, SPE 584, SPE 586, SPE 590, or SPE 593.		
Research and Program Evaluation:		
BER 540	Statistical Methods In Educ	3
BER 558	Psychometric Theory	3
BER 640	Adv Statistical Methods in Ed	3
BER 647	Exp Res Design: Single Case	3
School Psychology Practice and Development:		
BSP 501	Prof Issues/ Ethics Sch Psych	3
BSP 580	Sch Based Pract Assessment	3

BSP 683	Adv Sch Based Pract	3
Specialist Internship in School Psychology (BSP 687)		12
Total Hours		72

Course Requirements (Distance Learning/Hybrid Program, Option 2)

This course listing applies to those who begin this program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C.

The Graduate Catalog is published annually. State-approved program checklists may be updated more frequently and are thus likely to provide the most up-to date information about requirements. Students should consult their advisors each semester before registering.

Code and Title		Hours
Instructional Support Area:		
BEP 565	Personality & Social Dev (or program approved educational psychology course)	3
BSP 601	Appl Pediatric Neuropsych	3
BSP 632	Behavior Interventions	3
BSP 633	Acad Interv Decision Making	3
BCE 611	Multicult. Approach Counseling *	3
BCE 652	Couns Stratg Adult-Child	3
BSP 686	Consult Interv Practicum	3
Educational Research:		
BER 600	Survey of Educational Research	3
Internship: (Minimum of 1200 hours)		
Specialist Internship in School Psychology (BSP 687)		12
Additional Requirements:		
The following courses or their equivalents must be taken if not fulfilled in a previous graduate program.		0-33
SPE 500	Intro Exc Childr/Youth (If a special education survey course was part of the undergraduate program or another graduate program, then another program-approved, graduate-level special education course is required.)	
BEF 534	Multicultural Education (or program approved educational foundations course)	
BEP 541	Learning and Cognition (or program approved educational psychology course)	
BER 540	Statistical Methods In Educ	
BER 558	Psychometric Theory	
BSP 501	Prof Issues/ Ethics Sch Psych	
BCE 512	Counseling Theory Proc	
BSP 515	Cog Acad Assmnt Decsn Makng	
BSP 516	Social Behav Assmnt Decsn Mak	
BSP 588 or Intern School Psychomtry **		
BSP 586	Assessment Practicum	
CRD 569	Intro to Literacy Education (or approved curriculum/instruction course)	
Total Hours		36-69

Footnotes

* *ALSDE-approved course*

** *Minimum 300 field hours for BSP 588 or BSP 586*

Transfer Credit

The School Psychology Program has more stringent requirements than the Graduate School maximums for transfer credit for students who have completed previous graduate coursework. Generally, fewer courses will be approved for transfer credit than the Graduate School maximums. In some circumstances, a student with a previous graduate degree may be allowed to count some coursework from the previous degree. After a student begins enrollment in our program, transfer credit or use of previous graduate coursework must first be evaluated and approved by program faculty to determine equivalency to a required course in our program. Equivalency is determined by consistency between the proposed transfer course and required program course in terms of objectives, content, projects, and other activities. Only in very unusual circumstances will a student be approved to transfer previous graduate coursework for required courses with the "BSP" (school psychology core) designation in our program of study. However, it may be possible for students to transfer educational psychology, educational foundations, special education, etc., courses that are equivalent to those in our required program of study.

Please note that for students enrolling in Option 2 (*distance learning/hybrid*), courses taken for prior Class A certification cannot be counted toward this degree.

Graduate School information on Transfer Credit (p. 18).

EdS Plan of Study

School psychology coursework, clinical experiences, internship, and other requirements are designed to address the domains of knowledge and expertise specified by the National Association of School Psychologists (2020), as well as the Alabama Department of Education. These domains are as follows:

1. Data-Based Decision Making
2. Consultation and Collaboration
3. Academic Interventions and Instructional Supports
4. Mental and Behavioral Health Services and Interventions
5. School-Wide Practices to Promote Learning
6. Services to Promote Safe and Supportive Schools
7. Family, School, and Community Collaboration
8. Equitable Practices for Diverse Student Populations
9. Research and Evidence-Based Practice
10. Legal, Ethical, and Professional Practice

All students must complete an internship at or near the end of formal training. Students must be approved by the program to begin planning for internship and before an internship placement begins.

For Option 1: Option 1 (*on-campus*) requires a minimum of three years of full-time study or the equivalent beyond the baccalaureate degree. Fall, spring, and summer semester enrollment is necessary to achieve these timelines. Option 1 (*on-campus*) requires a total of 72 graduate credit hours, with a MA awarded in route to graduation from the EdS. Required coursework hours include credits obtained from courses, practica, and internship.

For Option 2: Option 2 (*distance learning/hybrid*) is a State-approved program, and students complete requirements as outlined on the State-

approved program checklist. Option 2 (*distance learning/hybrid*) requires at least 36 graduate credit hours beyond masters-level study. Required coursework hours include credits obtained from courses, practica, and internship.

Comprehensive Exam

All students in the School Psychology Program are required to successfully complete written examinations before any degrees will be granted. The examinations are completed independently on a “take-home” basis and require students to integrate knowledge and skills obtained during coursework and other graduate education activities. Successful completion of the program requires that a student passes the exams. Further, no student will be allowed to enroll in internship until all portions of the exam are passed. Students must obtain an average of 80% of higher across faculty ratings of all portions of the comprehensive exam to pass.

Graduate School information on Comprehensive Exams (p. 18).

Fieldwork/Practicum/Internship

Fieldwork and Practicum

Most of the required school psychology courses with the BSP prefix include some type of clinical or field-based experiences.

For Option 1: In the first year of Option 1 (*on-campus*), BSP 501 Ethics and Professional Issues in School Psychology, BSP 521 Cognitive and Academic Assessment and Data-Based Decision Making, and BSP 523 Social-Behavioral Assessment and Data-Based Decision Making all require field or clinical experiences, including classroom observations in local schools, assessment and data collection with youth, families, or other carefully supervised experiences. Several other required courses (prefixes SPE, CRD, BCE, etc.) may also require clinical and field experiences on campus and in local public schools.

Formal practicum courses are required in addition to field work experiences. In the second year of Option 1 (*on-campus*), students take BSP 580 School-Based Practicum in Assessment for 200+ hours of on-site field activities in local schools in Fall semester and BSP 683 Advanced School-Based Practicum for 200+ hours of on-site field activities in local schools in Spring semester. Practicum sites are schools and other agencies relevant for school psychology practice. BSP 580 School-Based Practicum in Assessment and BSP 683 Advanced School Practicum are taken by EdS students in local public schools in the immediate Tuscaloosa or surrounding areas, and faculty work closely with students to match them with practicum supervisors in the surrounding area.

For Option 2: In the first year of Option 2 (*distance learning/hybrid*), students complete a formal practicum course, BSP 686 Consultation and Intervention Practicum, and obtain 150+ hours of field-based experience. Students in this option may choose to obtain practicum hours within their home school district.

Internship

All students must complete an internship at or near the end of formal training. Students must be approved by the program to begin planning for internship and before an internship placement begins. With program approval, internships may occur in qualified settings across the country. The EdS internship requires a minimum of 1,200 clock hours and may be completed on a full-time basis in one academic year (600+ clock hours over a continuous 15+ week period in each of a consecutive fall and spring semester) or, with special permission, on a half-time, continuous basis over two consecutive academic years. Students enrolled in Option

2 may complete their EdS internship hours over the summer term if approved by their university instructor and field-based supervisor. At least 600 internship hours must be in a school setting.

Students seeking internship placements must discuss the placement with their advisor and program coordinator at least a year in advance—during the first few weeks of the fall semester preceding an internship placement for the following fall term. By May 10 prior to the internship, potential interns must document that all program requirements for internship have been met and must seek and obtain program approval to begin internship by submitting the Internship Approval form. Once program approval has been provided to the intern, the intern will share the UA School Psychology Program MOA with the internship site for signature. When the internship site has agreed to and signed the MOA, the intern will return it to the program coordinator who will ensure the remaining UA personnel signatures are completed. The intern must provide the MOA to their internship site by June 1. Students may not begin their internship without a completed and signed MOA.

Professional Liability

Students enrolled in College of Education courses that require a clinical placement should obtain professional liability insurance. Professional liability insurance may be purchased through an independent insurer or is available to students who are members of the Student Alabama Education Association (SAEA).

Admission to Candidacy

It is the student's responsibility to ensure that all necessary forms including the program of study form, admission to candidacy form, and application for degree are submitted to the Graduate School and must pay all necessary fees for graduation. Students are reminded to apply for admission to candidacy and graduation in their penultimate semester (preceding the semester in which degree requirements are to be completed.) Thus, EdS students who enter the program under Option 1 and complete coursework on campus must complete the application for degree for the MA - which may be awarded in route to the EdS - and later for the EdS degree, which is awarded at completion of internship.

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 18).

Student Progress Requirements

Continuous Review of Student Progress

Each student is required to undergo a formal progress review during an annual progress evaluation at the end of every spring semester after entering the program; thus students entering the program in a fall term will have their first formal progress review at the end of the following spring, after two complete semesters of graduate study in the program. At the end of each spring term in the program, students are required to submit a comprehensive electronic progress evaluation of their work by the due date provided by the program coordinator; faculty members review the progress evaluation and evaluate knowledge, skills, and other relevant characteristics of students as shown in coursework, clinical work, field placements, and other program activities.

Students are expected to receive satisfactory ratings on all progress evaluation components to continue with the planned program of study. In some cases, students may receive ratings of satisfactory that also include program requirements for improvement. Ratings of non-satisfactory on a few components may result in program requirements for additional course or field activities before continuation with the planned program of coursework, practicum, or internship. Thus, failure

to make adequate progress in the program, based on a variety of quantitative and qualitative factors, will result in the student being placed on warning or perhaps being dropped from the program. There are four possible outcomes to the annual progress review evaluation process:

- 1) satisfactory progress in all areas,
- 2) satisfactory progress but with requirements for improvement
- 3) unsatisfactory progress in a few areas with probation for student and requirements for improvement, and
- 4) unsatisfactory progress in several areas, with discontinuation of student.

Please note that students may be given a probationary period before they are discontinued, if deemed appropriate or necessary.

Minimum Grade/GPA Policies in School Psychology Courses

Students enrolled in the School Psychology Program must maintain a grade of B or higher in all core school psychology courses. Students may be able to repeat a course if they earn a grade lower than a B. Failure to receive a grade of a B or higher when taking a core school psychology course a second time results in dismissal from the program.

Students also must continually maintain a GPA of at least 3.0 to continue advancing toward key degree-related milestones. These include taking qualifying exams, comprehensive exams, advancing to candidacy, and accepting/beginning an internship.

Practica and Field Placement Policies

Addressing Concerns about Students in Field Placements, Practica, and Internships Field supervisors are asked to immediately report any concerns, issues, or suggestions to the student and to the university professor. Concerns by the field supervisor and/or university professor may be addressed through improvement plans developed for the student, in collaboration with the student, field supervisor, and university professor. Significant concerns may result in temporary suspension of the field placement, removal of the student from the placement, a grade of F for the course, and/or dismissal from the program.

Improvement Plans

If a student improvement plan for courses, field placement, or other program activities becomes necessary, the program faculty, placement site supervisors, and students will develop an improvement plan that identifies concerns/issues, specific goals, deadlines, evaluation methods, and required outcomes needed for the student to meet all criteria and achieve all objectives and earn a satisfactory grade for the course or field placement. The improvement plan will include frequent meetings between the student, professors, and supervisors to monitor progress. The improvement plan will include frequent submission of materials by the student and frequent submission of a formal evaluation by the professors and supervisors.

Program Dismissal

The student will have the right to meet with the program faculty and department chair. If the decision is to be that the student is dismissed from the program, the student will be informed in writing. If the student disagrees with the program decision, or feedback provided, the student may consult with someone outside the program, and consider submitting an appeal. The University of Alabama College of Education Grievance Procedures (<https://education.ua.edu/students/student-complaint/>) will be followed if a student has a grievance about the decision to dismiss the student or another type of academic concern.

Additional Academic and Program Requirements

Fingerprinting/Background Check

The UA College of Education requires that all students must clear a fingerprinting/background check prior to field experiences. Prior to their first semester of enrollment in the program, school psychology students must meet this requirement for activities in schools under the jurisdiction of the Alabama Department of Education. Students should contact our college's Student Services Office at (205) 348-0193 to obtain instructions or confirm if a background check has been completed. Students also have the responsibility to meet fingerprinting/background check requirements of their specific agency, state, etc. for all field, practica, and internship placements or other field experiences. Students should note that fingerprinting/background checks usually cannot be transferred from one state to another or, within a state, from one type of agency to another. New background checks typically are required by each state or type of agency. NOTE: After your graduation from the program, additional fingerprinting/background checks also typically are required to receive a state credential/certificate/license to practice as a professional in schools and other agencies.

National School Psychology Examination and State Credentialing Exams

According to UA College of Education and Alabama Department of Education policy, all school psychology EdS students are required to take the National School Psychology Examination offered as a Praxis assessment by ETS. The exam must be taken and scores submitted to the program prior to the completion of 1,200 hours of EdS internship. However, students are encouraged to take the exam soon after completing program coursework and either prior to or during the first few months of internship to allow opportunities to retake the exam, if needed to meet the program's criterion score.

Students must obtain a passing score on the Praxis National School Psychology Exam [PRAXIS number (5403)] to receive a grade for internship and graduate from the program. Currently, the program requires a score of 155 to receive a grade for internship and, thus, to graduate from the program. Students must have their scores sent to the UA (recipient code 1858; this same code should be recorded as the student's "attending institution"). The exam also is required for school psychology certification in Alabama; students desiring certification in our state should also have their scores sent to the Alabama Dept. of Education (recipient code 7020). Many other states require the PRAXIS school psychology exam for a state school psychology certificate; students should obtain the recipient code for the state in which they will apply for certification and have scores sent. The exam is required for the National Certificate in School Psychology (NCSP), and students should have their scores sent to the National Association of School Psychologists (recipient code R1549). A passing score of 155 is also currently required for the NCSP.

Students should be aware that additional exams may be required for applications for state credentials and should determine these requirements well in advance of graduation. Students should keep in mind that they may need to apply for Alabama certification to meet certification requirements in another state, even if they do not plan to work in Alabama. Other states also have their own specific requirements for examinations, which should be identified by students well in advance of graduation from the program.

Survey of Special Education Course

A survey of special education course is required. An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to a Class AA program on July 1, 2017, and thereafter, must take an approved course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.

Electronic Learning Management System Requirement

For Class AA School Psychology (hybrid, distance learning program), a designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Academic Misconduct

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence

The School Psychology Program faculty members and field placement agencies recognize that major emergencies can happen for some students and that they may have a short or long-term impact on a student's participation across program activities during a semester, including coursework, field placements, graduate assistantships, comprehensive exams, portfolio submissions, etc. The program is committed to supporting students in their program activities and providing assistance and guidance when emergencies have an impact on the student's activities. If you experience a major emergency (e.g., personal or family medical issue, etc.) that significantly impacts across your course, program, or field placement activities and prevents your participation for a period of time, notify the program coordinator immediately or as soon as possible after the emergency. The program coordinator will assist you with making immediate requests to course professors, field or assistantship supervisors, or program faculty about making sure that your duties and responsibilities are covered, extending deadlines, rescheduling assignments, withdrawing from activities or field placements, etc. Again, student's requests to faculty for possible solutions must be based on a major medical or similar emergency and requests must be submitted immediately or as soon as feasibly possible following the emergency. Students should be aware that any extensions, rescheduling, or withdrawal from any type of program activity possibly may impact your schedule of courses, field placements, internship dissertation, final graduation, etc. The faculty will assist students in evaluating and making plans if major emergencies affect program activities.

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances

The Department of Educational Studies in Psychology, Research Methods, and Counseling has procedures by which students may resolve any type of issue or concern. For students in the School Psychology Program, all grievances, complaints, and concerns must be filed with the Head for Department of Educational Studies in Psychology, Research Methods, and Counseling.

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Students enrolled in the School Psychology EdS must maintain a GPA of at least 3.5 on all courses in the program, with no grade below a C. This requirement applies to all students, regardless of enrollment option or course modality.

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 18).

Certification

Requirements for certification and licensure in school psychology vary from state to state. Students are expected to determine the requirements in the state or states in which they are interested in practicing before beginning the program. The degrees from the School Psychology program may lead to state and national credentials:

For Option 1: Graduates who complete NASP-approved coursework via Option 1 (*on-campus*) are automatically eligible for the National Certification in School Psychology (NCSP), following successful completion of the national school psychologist *Praxis* assessment and internship. The NCSP is used by over 30 states, including Alabama, as one possible route to grant state certification in school psychology.

EdS and PhD degree graduates of the School Psychology program who obtain the NCSP may meet requirements for the Alabama Class AA certificate in School Psychology using the Nationally Certified School Psychologist Approach described at <https://www.alabamaachievers.org/2022/06/national-school-psychologist/>.

For Option 2: Graduates who complete coursework via Option 2 (*distance learning/hybrid*) may be eligible for Alabama Class AA certification in School Psychology if they hold the appropriate prerequisite Alabama Class A certificate and the following prerequisites are met:

1. a passing score on the appropriate *Praxis* assessment, and
2. a minimum GPA of 3.50 on all program courses (effective for candidates unconditionally admitted to a Class AA School Psychology program July 1, 2017, and thereafter.)

Graduates must complete the proper application form for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall at least one semester in advance of graduation. A student who does not apply for professional certification within 60 months after completing the state-approved program will be required to meet the current program. Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education.

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Board of Education. The state requirements change from time to time and, accordingly, the department's requirements and programs are subject to change.

The Associate Dean for Student Services in the College of Education has been designated the teacher certification officer for the University. Students who need information about or assistance with certification should consult the Associate Dean for Student Services.

Certification for Degree-Seeking Students Only

The School Psychology Program enrolls degree-seeking students and, occasionally with special permission, approves students for non-degree status to take only 1 or 2 courses, as noted earlier. The program typically does not enroll, evaluate, or endorse individuals who are not admitted to our degree programs. Only students admitted and enrolled in the EdS or PhD degree programs in school psychology and who complete our required coursework, field experiences, internships, and degrees are recommended by the program for the National Certificate in School Psychology (NCSP).

Educational Psychology, MA

The MA in Educational Psychology provides an advanced introduction to the field. Students may select a thesis or non-thesis option.

The program offers a concentration in Learning and Assessment, specifically designed for practitioner in an online format. There are two new MA options offered in collaboration with the Educational Research program. These options include a Learning and Evaluation option (thesis and non-thesis options) and a Program Evaluation option (non-thesis only). Educators interested in developing their research skills as they relate to the learning process and to school-based assessment practices are encouraged to apply.

The program also offers a concentration in School Psychometry through a distance learning/hybrid program. Successful completion of all requirements leads to Alabama Class A School Psychometry certification for eligible individuals.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include a vita/resume and three letters of recommendation consistent with goals of the program.

For the School Psychometry concentration (distance learning/hybrid program), applicants are encouraged to complete their applications by either January 1 (priority deadline) or March 1. A statement of purpose, vita/resume, and letters of recommendation consistent with goals of the program, and a GPA of 3.0 on a 4.0 scale, are needed for regular admission. In addition, distance learning applicants must meet the following admission requirements established by the Alabama State Department of Education.

1. valid bachelor's level or master's level professional educator certificate in a teaching field OR valid master's level professional educator certificate in another area of instructional support,
2. two years of acceptable, professional P-12 educational experience, and
3. three recommendations (An applicant to a College of Education program that leads to professional certification must submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant's academic and professional capabilities.)

Applicants must also meet the requirement for fingerprinting/background clearance (p. 525).

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

A major part of graduate training is successful participation in courses. Coursework requirements for the MA degree options in Educational Psychology are listed below. The MA degree requires 30 graduate credit hours. Main campus students may choose from non-thesis and thesis options.

Each student is appointed a temporary faculty adviser upon initial acceptance into the program. A student may select a permanent adviser after beginning coursework. Advisers assist students with planning coursework, registering for courses, completing program planning records, portfolio evaluations and other activities. Students are expected to maintain Program Planning Records with their advisors in order to monitor completion of coursework requirements.

Program Outcomes

All degree requirements in the Educational Psychology Program are carefully designed and sequenced according to program outcomes. Program outcomes are the areas of knowledge and skill students are expected to demonstrate upon successful completion of the coursework and other training activities.

Educational Psychology, MA (Non-Thesis Option) - Main Campus

Code and Title		Hours
Core Courses		
BEP 500	Adv Educational Psych	3
BEP 505	Motivation and Self-Regulation	3
BEP 541	Learning and Cognition	3
BEP 550 or HD 501	Life Span Development Child Development	3
BEP 561	Social Cult Basis Behav	3
BEP 565	Personality & Social Dev	3
Methods Courses		
BER 500	Intro Educatn Research	3
BER 540	Statistical Methods In Educ	3
Specialization course		
Advisor-approved specialization course		3
Capstone Experience		
BEP 598	Non-Thesis Research	3
Total Hours		30

Educational Psychology, MA (Thesis Option) - Main Campus

Code and Title		Hours
Core Courses		
BEP 500	Adv Educational Psych	3
BEP 505	Motivation and Self-Regulation	3
BEP 541	Learning and Cognition	3
BEP 550 or HD 501	Life Span Development Child Development	3
BEP 561	Social Cult Basis Behav	3
BEP 565	Personality & Social Dev	3
Methods Courses		
BER 500	Intro Educatn Research	3
BER 540	Statistical Methods In Educ	3

Master's Thesis

BEP 599	Thesis Research	6
Total Hours		30

BEF 607 Readings In Soc Of Ed

or

BEF 650 Theories of Race and Education

or

BEF 667 Multicult Soc Ed Leadershp

or

BEF 681 Ethics And Education

Learning and Assessment Concentration - Online

Code and Title	Hours

Required Concentration Courses:

BER 540	Statistical Methods In Educ	3
BER 555	Measure & Eval: Social & Behav	3
BER 660	Eval I:Theory & Practice	3

Additional Required Courses:

BEP 500	Adv Educational Psych	3
BEP 505	Motivation and Self-Regulation	3
BEP 541	Learning and Cognition	3
BEP 550	Life Span Development	3
BEP 561	Social Cult Basis Behav	3
BER 500	Intro Educatn Research	3
BEP 598	Non-Thesis Research	3

Total Hours		30

Internship (minimum of 300 hours):

BSP 588	Intern School Psychomtry	3
SPE 500	- If a special education survey course was completed during the undergraduate program or in another graduate program, then a program-approved, graduate-level special education elective is required instead of SPE 500.	3

Total Hours		33

Transfer Credit

The University of Alabama allows students to transfer equivalent courses from other accredited institutions where the student was enrolled in the graduate school. The greater of 12 hours or 25 percent of the required coursework for a master's degree may be transferred from another institution. Credits may be transferred only if they were earned during the six-year period prior to admission to the program. Transfer of courses must be approved by the student's advisor. The Dean of the Graduate School must also approve transfer of courses. The Request for Transfer of Graduate Credit form is available from the Graduate School's website.

For the School Psychometry concentration, credits used for previous Class B certification may not be used for Class A certification.

Graduate School information on Transfer Credit (p. 15).

Comprehensive Exam

All degree students in the Educational Psychology Programs are required to successfully complete written comprehensive examinations before the degrees will be granted. The specific procedures for comprehensive examinations for the M.A. degree are designed in collaboration with the student's advisor. For the non-thesis option, the examination is in the form of the Capstone experience. The examination is completed independently on a "take-home" basis and require students to integrate knowledge and skills obtained during coursework and other training activities. Each student is allowed to take comprehensive examinations only twice. If pursuing the thesis option, a public final defense is required and submission of the approved manuscript to ProQuest for review.

Graduate School information on Comprehensive Exams (p. 15).

Fieldwork/Practicum/Internship Requirements

For the School Psychometry concentration, internship hours of at least 300 clock hours at the P-12 level are required.

Students enrolled in College of Education courses that require a clinical placement should obtain professional liability insurance. Professional liability insurance may be purchased through an independent insurer or is available to students who are members of the Student Alabama Education Association (SAEA).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 15).

School Psychometry Concentration (Distance Learning/Hybrid Program)

This course listing applies to those who begin this program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C.

Code and Title	Hours

Instructional Support Area:

BSP 501	Prof Issues/ Ethics Sch Psych	3
BSP 515	Cog Acad Assmnt Decsn Makng	3
BSP 516	Social Behav Assmnt Decisn Mak	3
BER 558	Psychometric Theory	3
BCE 512	Counseling Theory Proc	3

Additional courses:

BEP 541	Learning and Cognition	3
BER 540	Statistical Methods In Educ (or an advisor-approved BER course)	3
CRD 569	Intro to Literacy Education (or program-approved curriculum/instruction course)	3

Foundations of Professional Studies:

Select ONE from these ALSDE-approved courses or contact advisor for additional approved courses:

BEF 534 or Multicultural Education

BEF 503 History Of Amer Educn

or

BEF 507 Sociology Of Education

or

BEF 510 Phil Hist Socl Founds Ed

or

BEF 575 Found Educn Through Film

or

BEF 585 Language Politics & Education

or

Student Progress Requirements

All students in the Educational Psychology Program are required to participate in a continuous review process in order to monitor student progress and determine that program outcomes are being achieved.

Additional Academic Requirements

All students in the Educational Psychology Program are expected to obtain skills in research. Each student is expected to join a faculty member's research team during the first semester of graduate study. Master's students take a number of research courses and are encouraged to participate in research projects during courses and field experiences.

Electronic Learning Management System Requirement

For Class A School Psychometry (hybrid, distance learning program), a designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Academic Misconduct

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Educational Psychology Program requirements exclude credit for undergraduate study, study which is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission. In addition, the program limits the number of courses not open exclusively to graduate students to no more than one-third of a student's program.

For the School Psychometry concentration, students must earn a GPA of at least 3.25 on all courses in the program, with no grade below a C.

Graduate School information Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 15).

Certification

For the School Psychometry concentration, requirements for certification and licensure in School Psychometry vary from state to state. Students are expected to determine the requirements for the state in which they intend to practice before beginning the program.

Graduates who met admission criteria above and obtain the MA degree in Educational Psychology - School Psychometry in the *hybrid* program may be eligible for Alabama Class A certification in School Psychometry IF the following prerequisites are met:

- a GPA of at least 3.25 on all courses with no grade below a C
- a passing score on a comprehensive assessment documenting mastery of the curriculum, and

- at least a valid Alabama Class B professional educator certificate in a teaching field or a valid Alabama Class A professional educator certificate in another area of instructional support

All students must complete the proper application form for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall at least one semester in advance of graduation. A student who does not apply for professional certification within 60 months after completing the state-approved program will be required to meet the current program. Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education.

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Board of Education. The state requirements change from time to time and, accordingly, the department's requirements and programs are subject to change.

The associate dean for student services in the College of Education has been designated the teacher certification officer for the University. Students who need information about or assistance with certification should consult the associate dean for student services.

Educational Psychology, Ph.D.

The Educational Psychology Program offers a number of graduate programs leading to a master's (MA), Educational Specialist (EdS), and PhD degree. The mission of the program is to provide students with a thorough understanding of the theory and research related to the nature of the learner and to the processes of teaching and learning. All degree programs reflect this mission and prepare students for careers as faculty members, researchers, and school practitioners.

The PhD is an advanced research degree and is designed specifically for students interested in careers within academic and research settings. PhD students may develop areas of study in:

- learning
- motivation
- human development
- educational neuroscience (an established PhD concentration)

The PhD in Educational Psychology with a concentration in Educational Neuroscience is based on an emerging transdisciplinary field that incorporates findings, methods, and theoretical perspectives from various fields, including cognitive neuroscience, learning sciences, cognitive science, and educational psychology. The concentration is currently open only to educational psychology PhD students. However, graduate students from any program can enroll in the courses offered.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A curriculum vita
- Three reference letters
- A Statement of Purpose that indicates a preferred track (i.e., learning, motivation, development, or educational neuroscience)

The Educational Psychology Ph.D. Program does not require GRE scores for admission, and applications without GRE scores will be given a full review. However, applicants are encouraged to submit GRE scores, especially if they are applying without a master's degree, and/or if they do not have previous post-undergraduate research experience.

We will start reviewing all applications on December 15th for fall admission. Please contact the graduate program coordinator if you have any questions.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

A total of 66 credit hours (including 18 dissertation hours) is required to complete the coursework requirements for the Educational Psychology PhD Program.

Code and Title	Hours
Doctoral Required Core Courses (18 hours minimum)	
BEP 500 Adv Educational Psych	3
HD 500 Lifespan Human Development	3
BEP 501 Proseminar in Ed. Psychology (in the first year of PhD or MA studies)	3
BEP 541 Learning and Cognition	3
Choose TWO 3-hour Educational Psychology Core courses (typically 500-level BEP and HD courses; e.g., BEP 505, BEP 561, BEP 565, BEP 570).	6
Specialization or Concentration Courses (12 hours minimum)	
Choose courses based on specialization. Educational Neuroscience Concentration students need to choose four of these courses: BEP 570, BEP 645, BEP 651, BEP 660, BEP 670, BEP 671, BEP 674, BEP 675, including but not limited to BEP, HD, PY, and BEF courses.	12
Foundations Courses (6 hours minimum)	
These courses should inform student research at a foundational level, especially covering philosophy, history, or broad epistemological/methodological topics. Such courses may include, but are not limited to BEF offerings.	
Qualitative Analysis	3
Foundations course (500-or 600-level)	3
Research Courses (12 hours minimum)	
These should be courses that will help students conduct research and data analysis for their research, including but not limited to BER courses.	
Quantitative I (BER 540 is suggested.)	3
Quantitative II (BER 640 is suggested.)	3
Research course (600-level course is suggested.)	3
Research course (600-level course is suggested.)	3
Dissertation Research	18
Total Hours	66

Educational Neuroscience Concentration Courses

Students in the Educational Neuroscience concentration are expected to fulfill all requirements of the Educational Psychology PhD Program. In addition, they are expected to complete the concentration courses and/or other relevant courses offered by other departments (e.g., human development, psychology, anthropology, and computer science). For the concentration students, the recommended progression is BEP 570 Found. of Ed. Neuroscience and BEP 670 Methods & Trends in Ed. Neuro..

Students choose a combination of courses to meet the minimum credit requirement (15 credits) to complete the Educational Neuroscience concentration. Students will choose from the course list shown in the

table below. This list is not exhaustive, and students are encouraged to work with their advisors to develop a suitable plan-of-study.

Educational Neuroscience Concentration Courses		Hours
BEP 570	Found. of Ed. Neuroscience	3
BEP 670	Methods & Trends in Ed. Neuro.	3
Select One of the following BEP Courses		3
BEP 641	Learning and Cognition	
BEP 645	Dev Cognitive Neuroscience	
BEP 651	Neuroscience of Morality	
BEP 656	Embod Situated Approaches Edu	
BEP 660	Reading, Language and Brain	
BEP 671	Introduction to fMRI	
BEP 674	Comp. Methods in Cog. Neuro.	
BEP 675	Cognitive Electrophysiology	
Other 600-Level BEP courses with advisor approval		
Select Two of the following courses or consult with your advisor for a course that will best prepare you for the dissertation topic.		6
Other 600-Level BEP courses with advisor approval		
PY 650	Cognition and Learning	
PY 655	Seminar in Cognitive Psych	
Courses selected with advisor consultation		
Total Hours		15

Transfer Credit

Students may transfer up to 24 credit hours of coursework from previous graduate studies, including a completed master's degree, contingent upon the relevance of the coursework and the approval of the advisor and the department chair.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study

All Ph.D. students entering the program will be allocated a major advisor who will represent the student's major area of study.

Doctoral students are required to file official program of study forms with the Graduate School at the beginning of graduate studies. These forms require each student and her or his advisor to list the specific course requirements necessary for the student's completion of the degree. Doctoral programs of study may not be completed until the student successfully completes doctoral screening. Although a master's degree is not required for initial admission into the doctoral program, the completion of a master's degree is required before any student may complete and file the official program of study form. Doctoral programs of study are approved by the program advisory committee, area head, and assistant/associate deans of the College of Education.

Graduate School information on the Doctoral Plan of Study c (p. 21) can be found here (p. 21).

Comprehensive Exam

All degree students in the Educational Psychology program are required to successfully complete written comprehensive examination before the degrees will be granted. To be eligible to take the comprehensive examination for the Doctor of Philosophy degree, a student must have completed the majority of their coursework, especially all required Educational Psychology Core Courses and all areas of specialization courses, and received approval from their advisor. The Educational Psychology program's comprehensive examination is designed to assess

the development of the student's competencies and skills according to the following criteria:

- *Written:* Students review current and historic literature in two of the four major areas of educational psychology (learning, motivation, development, or neuroscience). Responses should highlight seminal papers and people. Each response should include 10-12 pages of text and approximately 40 references.
- *Oral:* Students review the existing literature and propose a novel study in their specialty area. Students should prepare a written document or "prospectus" and give an oral presentation. The document should include 20-25 pages of text and approximately 50 references. **Note that the prospectus is intended to serve as the basis for the dissertation proposal.**

Scoring of the Comprehensive Exam

- *Written:* Written exams are scored by faculty members. There are seven scoring categories: evidence of knowledge, accuracy, adequacy, depth, organization and flow, grammar, and format (e.g., APA style). Each category is scored 1-5, but the first five categories are weighted two points while the other two are weighted one point. A student must average 3.0 or more on each response to pass the written exam.
- *Oral:* Oral exams are scored by prospective dissertation committees (see *Dissertation Proposal* subsection below for further details about the committee composition). Each committee member votes (pass/fail) at the end of the student's presentation. A student must receive a majority "pass" votes to pass the oral exam and be deemed to be capable of conducting independent research.

For further details about the timeline and deadlines, refer to the program website.

Graduate School information for Comprehensive Exams (p. 21).

Admission to Candidacy Requirements

PhD students advance to PhD candidacy when they pass their comprehensive exam.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Doctoral Research Hours Registration

Graduate School Policy on Continuous Doctoral Research Hours Registration (p. 21).

Dissertation Requirements

Dissertation Proposal

Upon preparation of a dissertation proposal, students should form their dissertation committee and the committee should be approved by the Graduate School. A dissertation committee, with the director of the dissertation as its chairperson, supervises the preparation of the dissertation. If the committee chair is not a faculty member of the Educational Psychology Program, then the co-chair of the committee should be a program faculty member. The committee shall have not fewer than five members, all of whom are appointed by the dean of the Graduate School. At least two committee members should be Educational Psychology faculty members. All members of a dissertation committee must hold Graduate Faculty status at UA and must represent at least two academic departments. The chair of the committee must be a full member of the Graduate Faculty. A majority of the Dissertation Committee members must be regular UA faculty.

The proposal involves writing the first three features of the dissertation – introduction, literature review, and methods. The proposal needs to be presented orally to the dissertation committee who will provide feedback and decide whether or not the student can progress to the next stage by becoming a PhD candidate. This is known as the proposal defense. Similar to the prospectus, the student will need to take account of the following:

1. The student will need to send the proposal to their dissertation committee to read 10 working days before they attend an oral presentation of it.
2. The student will need to book a room and check availability of their dissertation committee who all need to attend a presentation by the student of their proposal.
3. The student will need to present their proposal to the committee and receive their signatures from all members of the committee.
4. After successfully passing the proposal defense, the student will need to consult with their advisor about dissertation committee feedback, apply to the IRB if it is necessary, start to conduct their project, and write their dissertation.

Dissertation

The dissertation involves completing 5 features of the dissertation – introduction, literature review, methods, results, and discussion. The dissertation needs to be presented orally to the dissertation committee who will provide feedback and decide whether or not the dissertation of the student is accepted to get a PhD degree. This is known as the dissertation defense. Similar to the proposal, the student will need to take account of the following:

1. The student will need to send the dissertation committee to read 10 working days before they attend an oral presentation of it.
2. The student will need to book a room and check availability of their dissertation committee who all need to attend a presentation by the student of their dissertation.
3. The student will need to present their dissertation to the committee.

The student will need to consult with their advisor about dissertation committee feedback, make necessary corrections on their thesis, get signature from the committee on the presentation form to submit it to the graduate school, and submit their thesis to ProQuest.

The dissertation defense is the culminating experience in the doctoral program. The student and committee chair are responsible for setting a defense date that allows all committee members to participate and to have adequate time to read the dissertation, determine its suitability for a defense, and engage in scholarly dialogue about how to best improve the document.

To promote these priorities, the scheduling of the defense follows a series of steps. The first step is to schedule a tentative defense date. Guided by the dissertation chair, students may schedule a defense date before they submit their final document to their dissertation committee. The second step is for students to submit their dissertation to the dissertation committee so that the committee may read the document and determine its readiness for a defense. Students must submit their completed dissertation to the dissertation committee at least 30 days prior to their scheduled defense date. Students may proceed with this second step after they receive expressed written consent from their dissertation chair(s).

The third step is for dissertation committee members to read the completed document. Dissertation committee members have 10 working days from the date of receipt to determine the dissertation's readiness

for a defense, with readiness defined as general consensus (i.e., at least 4 of 5 committee members) that the dissertation can be filed with the Graduate School with only minimal revisions (e.g., minor editorial changes, minor substantive enhancements, and formatting). When readiness is agreed upon by the committee (i.e., 4 out of 5 committee members consent to a defense), the fourth step is for the Dissertation Chair to notify the student of the committee's disposition that a defense may occur. Once notified by their Chair(s), student may proceed with filing a public announcement of the defense. At this point, the dissertation defense date is formally confirmed.

Committee members who believe that a dissertation is not suitable for a defense should inform the Dissertation Chair within 10 working days of receiving the dissertation. The detail of their concerns should be submitted to the committee chair within the next 5 working days (if not sooner) so that the student is aware of those concerns and can address them before or during the defense. In cases where disagreements persist about student readiness to defend the dissertation, students and their dissertation chairs should consult with the Department Head as soon as possible. The Department Head will then work with the COE Dean's office and the Graduate School to determine an appropriate course of action.

All faculty members in the College of Education are to receive the announcement of the pending dissertation defense and may observe the dissertation defense. Following the student's presentation and committee examination, persons other than the committee members will be asked to leave the room before the committee conducts any discussion and subsequent voting. Positive votes by Committee members indicate that the dissertation can be filed with the Graduate School with minimal or no revisions.

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Student Progress Requirements

Annual Review

As a way to provide students with evaluation about their progress and appropriate feedback on the direction of their studies, the program faculty conduct a progress review for each student at the end of each academic year. Review materials, including a summary of achievements in domains of teaching, research, and/or service and an up-to-date CV should be submitted to the Educational Psychology program coordinator at the end of each academic year. A request for these materials and a submission deadline will be provided during the Spring semesters. Once the faculty have reviewed these materials, they will make recommendations regarding the student's continued progress in their Program of Study.

Additional Academic Requirements

1. Obtain a grade of A or B in all coursework
2. Produce one research or evaluation effort (e.g., presentation of a paper to a professional conference or have an article accepted for publication). Note that this is a minimal requirement—consult with your advisor to develop a more optimal plan
3. Pass First Year Review
4. Plan Ph.D. program with Program Chair and Program Committee
5. Pass written and oral comprehensive examinations
6. Pass defense of dissertation proposal to be admitted into Ph.D. candidacy

7. Complete dissertation
8. Successfully defend the dissertation

Doctoral students are required to participate in and conduct research, and faculty members work closely with doctoral students to help them complete their research requirements. Each doctoral student takes a number of research courses and seminars and is required to participate in ongoing research projects prior to dissertation.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on Application for Graduation (p. 21).

Acquisition of Financial Support:

We offer various funding opportunities for students in our graduate programs.

Prospective students are encouraged to reach out to individual faculty members to express interest, determine if faculty are accepting new students, and express the need for funding. Once a student is accepted to the program to work with a specific advisor (or advisors), there are three available funding streams, all of which are selective and competitive:

1. UA Graduate School Fellowships: The University of Alabama's Graduate School designates fellowships for select outstanding new and advanced students. Designated faculty member(s) nominate identified nominees for fellowships and submit nominations on their behalf to the Graduate School. The Graduate School assesses all applications across divisions and awards fellowships directly.
2. ESPRMC Department Allocation: The department head allocates a limited number of funded Graduate Assistantship positions (GAShips) to our program, most teaching-focused and occasionally research-focused. The program faculty assesses all applications and submits select student nominations for these department-funded GAShips.
3. Individual Faculty Grants: Individual program faculty members may have grant funding allocated for GAShips specific to their lab/grant. Students whose research topics or skills fit the faculty grants can apply to work with the faculty in response to a specific call for applications. The program faculty assesses the quality of all applicants for these individual grant-driven assistantships as well.

Matters related to

GAShip allocations and fellowship nominations are subject to consideration by the whole program faculty. Final decisions on the recommendations made by the program faculty are rendered by the department head.

Maintenance of Student Funding:

Department funding is typically available for 4 years subject to satisfactory progression and the number of GAShips allocated from the

department. In rare cases, students in their fifth year and beyond are also considered for funding opportunities. Recommendations for renewal and discontinuance are made at the program faculty meeting.

Graduate fellowships are generally for one year only, except for special cases (e.g., Capstone fellowships). See the graduate school website for further details.

Individual faculty grants are subject to the length of each individual grant-supported research project.

Students will be notified at least one semester in advance if their financial support is scheduled to end, except in the special cases noted under Conditions for Termination of Financial Support.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria will be subject to termination of financial support pending the Educational Psychology Program review. Depending upon the severity of the infraction or the extent of non-compliance, the Department Head and Program Coordinator—with input from the program faculty members—will recommend immediate termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

- *Dereliction of duty.* Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee (for teaching assistants) or the research advisor (for research assistants); or failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee (for teaching assistants) or by the research advisor (for research assistants) and the student's departmental memorandum of appointment.
- *Resolved finding of Academic Misconduct.* Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Education.
- *Loss of good academic standing.* Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing—with the non-passing grade exception noted below. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the program faculty members. This review will determine whether the student should continue to receive financial support and/or be dismissed from the program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered prior to the end of the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.

Graduate School information on Financial Assistance (p. 254).

Educational Research, Ph.D.

The Educational Research program focuses on the understanding of research and its varied methodologies. It prepares scholars to conduct sound research studies and to analyze research work from the perspectives of both the social sciences and health sciences. The strength of the program centers around a core of collaborative faculty and prominent scholars who are dedicated to the development and application of dynamic research methodologies situated within

contemporary conceptual frameworks. Areas of specialization within the degree program include qualitative methods, quantitative methods, mixed methods, psychometrics, and evaluation.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission, an application must include:

- 1-3 letters of recommendation consistent with goals of the program
- GRE score of 300 (verbal + quantitative) or above
- Exceptions - Applicants who meet one or both of the following criteria are not required to submit a GRE score: The applicant has earned a MA in Educational Research or closely related field and/or the applicant has successfully completed 15+ hours of research coursework at the graduate level.

Prospective students will find resources on the program's website to support writing a statement of purpose and requesting letters of support that are focused on educational research, which students are encouraged to review ahead of submitting the additional application materials.

Prospective students are encouraged to complete their applications by the priority application deadline of December 15th. Applicants who submit their materials prior to December 15th will receive priority consideration for graduate assistantships and other forms of funding. Applications received after the December 15th date will be accepted and reviewed on a rolling basis.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Educational Research program offers a PhD program with a selected focus on research methods within one of the following areas of study: Qualitative Methods, Quantitative Methods, Mixed Methods, Psychometrics, or Evaluation. The PhD program requires a minimum of 72 credit hours, with a required 18 hours of courses within an area of specialization. The student is required to earn a grade of A or B in each of the core courses in Educational Research. To fulfill the face-to-face university accreditation requirements for this PhD program, students will enroll in main campus sections of the following courses:

- BER 540
- BER 610
- BER 631
- BER 632
- 6 hours of Educational Research Area of Specialization Courses
- BER 687 or BER 689
- 18 hours of BER 699 Dissertation Research

Code and Title		Hours
Professional Seminar in Educational Research		
BER 610	Prof Seminar in Ed Research	3
Required Educational Research Core Courses		
BER 540	Statistical Methods In Educ	3
BER 558 or BER 657	Psychometric Theory	3
BER 600	Survey of Educational Research	3
BER 631	Inqry As Interp: Qual I	3
BER 632	Reflect Resist: Qual II	3
BER 660	Eval I:Theory & Practice	3
Educational Research Area of Specialization Courses		18

At least one area of specialization must be selected. Students may select any set of courses related to their area of specialization. Many, but not all of the courses may come from the Educational Research course listing in the following areas: Program Evaluation, Measurement, Classroom Assessment, Qualitative Research, and Statistics. It is expected that students will take all available BER courses in their area of specialization. A minimum of six credit hours in the Area of Specialization must be earned through main campus sections of the courses.

Practica/Fieldwork in Educational Research	
BER 687 or Field Work Educ Research	3
BER 689 Practicum Educ Research	
College of Education Foundations	12
The foundations requirement must consist of any non-research methods course outside of the student's program.	
Dissertation	18
BER 699 Dissertation Research	
Total Hours	72

Transfer Credit

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study c (p. 21) can be found here (p. 21).

Comprehensive Exams

After completing doctoral candidacy coursework, students must successfully complete the doctoral comprehensive examination. To be eligible to take the comprehensive examination for the Doctor of Philosophy degree, a student must have successfully completed the preliminary review and evaluation, all required Educational Research Core Courses, all area of specialization courses, and practicum and/or fieldwork.

The examination is conducted by the student's supervisory committee or other committee established in the program area. Typically, the comprehensive exam committee is comprised of two faculty members from the Educational Research program, and one external to the program. The purpose of the comprehensive examination is to assess the development of the student's competencies and skills according to the following criteria: (1) Receive a passing mark on the written comprehensive examinations; and (2) Receive a passing mark on the oral examination. The comprehensive examination will be evaluated by all Comprehensive Exam Committee members using the program's Educational Research Rubric for Comprehensive Exam Assessment.

Registering to take the Comprehensive Exam must be done in writing (e.g., via email) at the beginning of the semester the student plans to take the examination. The comprehensive examination should be completed at least nine months before the degree is to be awarded. There is no programmatic administration date of the comprehensive examination; instead, each exam will be based on each student's completion of coursework and program of study. Results are due by the end of the semester in which comps are initiated (i.e., December/May). A student may take the oral or written examination only twice. Failing the examination twice results in dismissal from the degree program and the Graduate School.

Because the comprehensive exam is typically administered in a take-home format, it is expected that students will use course and reference materials in a manner consistent with the UA Academic Code of Conduct. While students are encouraged to utilize resources, both internal and external to the university, resources to improve technical writing (e.g., copyediting by someone other than the student, using university-based writing services including the Writing Center and Research Assistance Services) are prohibited on this exam. Failure to adhere to this policy is a violation of the UA Academic Code of Conduct and will be subject to disciplinary action. Specifically, if a student is found to violate the Academic Code of Conduct during their comprehensive exam, they will fail the exam.

Graduate School information on Comprehensive Exams (p. 21).

Fieldwork/Practicum/Internship Requirements

Students are required to complete 3 hours in BER 687's fieldwork or BER 689's practicum in educational research. The fieldwork course, BER 687, is a student-initiated research project done with faculty supervision. The practicum course, BER 689, is student participation in faculty-initiated research, with work related to the supervising faculty member's research interests. The student's performance on fieldwork and/or practicum will be evaluated by the supervising faculty member using the Educational Research Program's Rubric for Intermediate Scholarly Writing Assessment.

Admission to Candidacy Requirements

The requirements for advancing to candidacy are:

- a successful preliminary review;
- completion of all coursework as listed on the approved program of study;
- passing the comprehensive examination;
- receiving approval of the dissertation subject from the student's committee.

A department-approved Admission to Candidacy for the Doctoral Degree is submitted to the Graduate School as soon as possible after passing the comprehensive examination.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Enrollment Policy

Graduate School Policy on Continuous Enrollment (p. 21).

Dissertation Requirements

Prospectus

The dissertation prospectus aims to show the appropriateness, manageability, and significance of the projected research. The student formally presents the written prospectus to their dissertation committee through a prospectus meeting. The student, in communication with their chair and committee, is responsible for scheduling this meeting and managing related logistics. For the dissertation prospectus, students will typically present content related to a proposed research study, which may be an in-process research study, and should include elements such as: 1) an introduction to/significance of the study, 2) draft research question(s), 3) theoretical or conceptual framework(s), 4) a concise review of literature, 5) potential methodology/ies, and 6) potential methods. Students should submit their draft prospectus to their chair and receive approval before sending the document to their dissertation committee. Committees should then have at least two weeks

to review the prospectus before the prospectus meeting. The goal of the prospectus meeting is for the student to receive formative feedback on their proposed study prior to developing their dissertation research proposal.

Proposal

The dissertation research proposal aims to show the appropriateness, manageability, and significance of the projected research. The student formally presents the written proposal to the dissertation committee and defends it in a meeting with the committee. The student, in communication with their chair and committee, is responsible for scheduling this meeting and managing related logistics. The dissertation proposal typically includes both an introduction giving an overview of the proposed research and the following: 1) the significance of the proposed research, 2) a review of the literature, 3) the theoretical framework(s), 4) research question(s), 5) the methodology/ies, 6) data generation methods, and 7) data analysis methods. The proposal will be evaluated by all committee members using the Educational Research Program Proposal/Thesis/Dissertation Document Rubric.

Successfully defending the dissertation proposal provides evidence that the student and the committee have arrived at a sound methodology that the student will use to address (a) worthwhile research question(s). The proposal forms a working plan that can be used by the student and the committee to guide the research, to evaluate progress, and to provide ongoing feedback.

Dissertation

Dissertation guidelines are provided on the Graduate School's website. Please note that these are guidelines only; alternative formats are permitted. The dissertation must follow an established scholarly form, but that form may vary at the discretion of the chair and committee with final approval from the Graduate School. These guidelines are designed to assist the student with the development of the dissertation. The dissertation is to be written in U.S. English, unless otherwise necessary to the dissertation topic and approved by the student's committee. It is not unusual for students to need the assistance of the UA Writing Center or a professional editor.

In addition, students are required to use the Publication Manual of the American Psychological Association (current edition) because it is the dominant style for educational research journals. It is the student's responsibility to maintain regular contact with their dissertation chair. The dissertation document and oral defense will be evaluated by all committee members using the Educational Research Program Proposal/Thesis/Dissertation Document Rubric. Even with consistent communication with the Chair and committee, it may take a month or more for the committee member(s) to be able to provide feedback. Please plan accordingly, relative to Graduate School deadlines for the dissertation and graduation.

Students are allowed a maximum of two dissertation oral defenses, in which they have an opportunity to successfully defend their dissertation. On the second attempt, a student must pass both the oral defense and have the dissertation voted acceptable by the committee. If the student fails both oral defenses, the student is automatically removed from the doctoral program, and must appeal to the Post-Master's Appeals Committee for reinstatement if interested in continuing.

The dissertation defense is the culminating experience in the doctoral program. The student and committee chair are responsible for setting a defense date that allows all committee members to participate and to have adequate time to read the dissertation, determine its suitability for a

defense, and engage in scholarly dialogue about how to best improve the document.

To promote these priorities, the scheduling of the defense follows a series of steps. The first step is to schedule a tentative defense date. Guided by the dissertation chair, students may schedule a defense date before they submit their final document to their dissertation committee. The second step is for students to submit their dissertation to the dissertation committee so that the committee may read the document and determine its readiness for a defense. Students must submit their completed dissertation to the dissertation committee at least 30 days prior to their scheduled defense date. Students may proceed with this second step after they receive expressed written consent from their dissertation chair(s).

The third step is for dissertation committee members to read the completed document. Dissertation committee members have 10 working days from the date of receipt to determine the dissertation's readiness for a defense, with readiness defined as general consensus (i.e., at least 4 of 5 committee members) that the dissertation can be filed with the Graduate School with only minimal revisions (e.g., minor editorial changes, minor substantive enhancements, and formatting). When readiness is agreed upon by the committee (i.e., 4 out of 5 committee members consent to a defense), the fourth step is for the Dissertation Chair to notify the student of the committee's disposition that a defense may occur. Once notified by their Chair(s), student may proceed with filing a public announcement of the defense. At this point, the dissertation defense date is formally confirmed.

Committee members who believe that a dissertation is not suitable for a defense should inform the Dissertation Chair within 10 working days of receiving the dissertation. The detail of their concerns should be submitted to the committee chair within the next 5 working days (if not sooner) so that the student is aware of those concerns and can address them before or during the defense. In cases where disagreements persist about student readiness to defend the dissertation, students and their dissertation chairs should consult with the Department Head as soon as possible. The Department Head will then work with the COE Dean's office and the Graduate School to determine an appropriate course of action.

All faculty members in the College of Education are to receive the announcement of the pending dissertation defense and may observe the dissertation defense. Following the student's presentation and committee examination, persons other than the committee members will be asked to leave the room before the committee conducts any discussion and subsequent voting. Positive votes by Committee members indicate that the dissertation can be filed with the Graduate School with minimal or no revisions.

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Student Progress Requirements

Preliminary Review

The first programmatic checkpoint, the preliminary review and evaluation, applies after a student has taken 15 hours of coursework in Educational Research. Students must make arrangements with their advisor to initiate the process. Students who remain in good standing with the Graduate School are required to submit a portfolio consisting of an unofficial transcript, a completed draft of the Program of Study, an original sole-authored writing sample focused on educational research, and a declaration of intent (i.e., a statement of professional aspirations).

Materials should be submitted to the student's advisor, at which point the advisor will share the materials with all program faculty for review. The faculty will review the student's materials using the program's Rubric for Intermediate Scholarly Writing Assessment and make written recommendations regarding the continuation of the student's Program of Study. Students will either "pass" or "fail" the examination. A recommendation of "fail" will result in an action plan created by the program faculty and will be supervised by the student's advisor. Adherence to the action plan is required for successful growth and development in the program.

Students who transfer into the PhD in Educational Research program and have already successfully completed 15 hours of coursework in Educational Research prior to admittance may ask their advisor to initiate a review by program faculty to waive their participation in the preliminary examination. Using the writing sample submitted at time of application, the student's advisor will submit a completed rubric to the Program Chair as documentation for request of the waiver.

The student may not advance to the program's practicum and/or fieldwork courses or doctoral comprehensive exam without a passing score on either the preliminary review and evaluation or development plan materials.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School Information on Withdrawals and Leave of Absence information (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

Measurement and Psychometrics Certificate

The Graduate Certificate in Measurement and Psychometrics emphasizes competencies and skills necessary to perform psychometric analyses that reflect best practices in contemporary psychometric research, theory, and practice. This 18 credit-hour certificate prepares students from various disciplines to conduct research that links latent variables (i.e., concepts that researchers cannot measure directly) to a wide variety of social, economic, educational, and health outcomes.

NOTE: This certificate is not a credential for teacher certification/licensure.

Admission

Application: Students must be formally admitted into the certificate program by program faculty in order to earn the certificate.

1. Applicants will be required to submit a Statement of Purpose focusing on the goals in pursuing a Measurement certificate.
2. Applicants should carry a minimum GPA of 3.0 in all graduate classes, although special circumstances may be considered.
3. Applicants must successfully complete BER 540 (Statistical Methods in Education) or an equivalent with a grade of B or better prior to program application.

These requirements are in addition to the minimum Graduate School requirements and represent minimum standards/competencies that are required for admission consideration. Admission decisions will be determined on a case-by case basis.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

1. Prerequisites: Evidence of prerequisite statistics courses comparable to BER 540 Statistical Methods In Educ, must have achieved a grade of B or better in prerequisite statistics courses.

2. Minimum Required Hours: 18

Code and Title	Hours
Required Courses:	
BER 642 Advanced Regression Methods	3
BER 657 Psychometric Theory	3
BER 658 Psychometric Theory Prac	3
Select two of the following Advanced Measurement Courses:	6
BER 669 Item Response Theory	
BER 670 Rasch Measurement Theory	
BER 671 Cognitive Diagnosis Modeling	
Select one of the following Electives:	3
BER 646 Structural Equation Modl	
BER 648 Advanced SEM	
BER 687 Field Work Educ Research *	
BER 689 Practicum Educ Research *	
BER 695 Spec Top in Ed Research *	
Total Hours	18

Footnotes

* BER 687, BER 689, and BER 695 must be measurement and psychometrics focused and be approved by measurement & psychometrics certificate coordinator.

Transfer Credit

Students may substitute BER 642 Advanced Regression Methods for BER 639 Applied Regression Analysis. Other transfer credits will be approved on a case-by-case basis but will typically not be accepted. The maximum number of credits to be transferred from another institution is 6.

Hours that Might be Used Later if Admitted to a Degree Program

ALL (18 hours and beyond, all courses are advanced doctoral level research courses).

Graduate School information about Transfer Credit (p. 15).

Time Limit for Certificate Completion

Coursework must be completed within six (6) years.

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievance Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Qualitative Research Certificate

The Graduate Certificate in Qualitative Research is a 15-credit course sequence that integrates theoretical knowledge with practical applications and field-based experiences. Although this certificate is housed in the College of Education, students from all disciplines are welcome to apply.

Coordinator: Dr. Shena Sanchez (shena.sanchez@ua.edu)

NOTE: This certificate is not a credential for teacher certification/licensure.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission, an application must include:

- 1. Statement of Purpose focusing on the student's goals in pursuing a Qualitative Research certificate;
- 2. Writing sample, involving qualitative research, submitted directly to the department for faculty consideration;
- 3. Student must either be enrolled in a doctoral program or have a master's degree

It is recommended to apply after successful completion of either BER 630 Qualitative Case Study Research or BER 631 Inquiry as Interpretation: Qualitative Research I with a grade of B or better.

Certificate completion will be monitored by the assigned certificate program advisor.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Code and Title		Hours
Course Requirements		
BER 632	Reflect Resist: Qual II	3
BER 633	Ethics & Aesthc:Qual III	3
BER 687	Field Work Educ Research	3
TWO elective BER Qualitative Research courses, which may include:		6
BER 630	Qual Case Study Research	
BER 634	Narrative Inquiry	
BER 635	Materialist Theories in Qual	

BER 636	Qualitative Interviewing	
BER 637	Arts-Based Research	
BER 638	Social Justice in Qual	
BER 695	Spec Top in Ed Research (with a qualitative research focus)	
Total Hours		15

Certificate Completion Requirements:

- 1. All course requirements listed above, with a grade of B or better, and successful completion of BER 687 Field Work Educ Research
- 2. Capstone Presentation in the Department of Educational Studies Annual Southeastern Universities Graduate Research Symposium (SUGRS)

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Time Limit for Certificate Completion

Coursework must be completed within six (6) years.

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Quantitative Research Certificate

The Graduate Certificate in Quantitative Educational Research places an emphasis on acquiring the skills necessary not only to complete statistical calculations but to also know how and when to apply and use appropriate calculations. This 15 credit-hour certificate prepares students from various disciplines to conduct research that documents the effects of educational programs. The courses required for the completion of this certificate are advanced educational research/ statistics courses. Students will gain significant and valuable knowledge and skills beyond what is required for typical degree requirements. Although this certificate is housed in the College of Education, students from all disciplines are welcome to apply.

The primary mission of the Educational Research Program is to offer a quality graduate program that prepares scholars to critically engage with educational research and evaluation, to develop appropriate and innovative research design, and to contribute conceptually sound analyses to the research problems of the field.

Requirements for the Graduate School (Degree Requirements (p. 15)) and the College of Education (Master's (p. 15), Professional Certification, EdS, Doctoral (p. 15)) are detailed in earlier sections of this catalog. For specific program requirements visit the College of

Education Programs website or for a student handbook and additional information, email or call the Educational Studies department office whose staff can direct you to the certificate coordinator(s).

Coordinators: Dr. Stefanie Wind (stefanie.wind@ua.edu) and Dr. Joni Lakin (jlakin@ua.edu)

NOTE: This certificate is not a credential for teacher certification/licensure.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. Statement of Purpose focusing on the student's goals in pursuing a Quantitative Research certificate;
2. Evidence of prerequisite research/statistics courses comparable to BER 540 Statistical Methods In Educ, must have achieved a grade of B or better in prerequisite research courses

Certificate completion will be monitored by certificate program administrators.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Code and Title	Hours
Course Requirements	
BER 640 or BER 639	3
Adv Statistical Methods in Ed Applied Regression Analysis	
BER 657	3
Psychometric Theory	
Select THREE of the following:	9
BER 642	
Advanced Regression Methods	
BER 643	
Multivariate Statistics	
BER 645	
Advanced Experimental Design	
BER 646	
Structural Equation Modl	
BER 658	
Psychometric Theory Prac	
BER 663	
Casual Inference	
BER 664	
Multilevel & Longitudinal Mod	
BER 695	
Spec Top in Ed Research *	
Total Hours	15

Footnotes

- * BER 695 Spec Top in Ed Research must cover quantitative research methods and be approved by quantitative research faculty.

Certificate Completion Requirements: All courses listed above

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Time Limit for Certificate Completion

Coursework must be completed within six (6) years.

Graduate School information on Time Limits (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

School Psychology, Ph.D.

School Psychology

The University of Alabama School Psychology Program is designed to provide exemplary graduate training in research and in the application of practice related to the learning, development, and mental health of children and youth, and their families. The doctoral degree in school psychology prepares students for direct school-based practice and for careers as faculty members, researchers, and practitioners. The doctoral degree program in school psychology focuses on the provision of school psychology services that are based on a strong foundation of research. The school psychology doctoral degree program includes an integrated and sequential program of study with comprehensive coursework and supervised field experiences. Candidates participate in courses and seminars in assessment and data collection, interventions and decision making, prevention and consultation, professional school psychology, sociocultural foundations, psychological foundations, human development, educational foundations, statistics and research, and other areas. Candidates are required to participate in extensive practicum, internship, and research experiences.

The doctoral program is an on-campus option only; there is no distance learning option. The doctoral School Psychology Program holds full approval status from the National Association of School Psychologists (NASP) and national recognition by CAEP.

Admissions

See the Admission Criteria section of this catalog for more information.

Prospective students for the doctoral program are encouraged to complete their applications by December 1 (preferred date) for admission the following fall semester. However, rolling applications will be accepted until all cohort positions are full.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. Vita/resume
2. A personal statement
3. Three letters of recommendation consistent with goals of the program

Note that a prior graduate degree or educator certification is NOT required for admission to our on-campus PhD degree program.

Curricular Requirements

Code and Title	Hours
Data-Based Decision Making and Accountability:	
BSP 521	3
Cog Acad Assess	

BSP 523	Social-Behavioral Assessment	3
Consultation, Intervention, and Prevention:		
BSP 632	Behavior Interventions	3
BSP 633	Acad Interv Decision Making	3
BSP 638	Consultation and Supervision	3
BCE 512	Counseling Theory Proc	3
BCE 514	Counseling Skills	3
Psychological and Diversity Factors:		
BEP 541	Learning and Cognition	3
BEP 561	Social Cult Basis Behav	3
BEP 565	Personality & Social Dev	3
BSP 601	Appl Pediatric Neuropsych	3
BSP 660	Psychopathology	3
HD 601	Advanced Child Development	3
PY 650	Cognition and Learning	3
PY 671	History/Systems In Psych	3
Instructional and Schools/Systems Factors:		
SPE 500	Intro Exc Childr/Youth	3
BEF 534	Multicultural Education	3
CRD 569	Intro to Literacy Education	3
Research and Program Evaluation:		
BER 540	Statistical Methods In Educ	3
BER 558	Psychometric Theory	3
BER 640	Adv Statistical Methods in Ed	3
BER 645	Advanced Experimental Design	3
BER 647	Exp Res Design: Single Case	3
BSP 698	Non-Dissertatn Research	3
Dissertation Research (BSP 699)		18
School Psychology Practice and Development:		
BSP 501	Prof Issues/ Ethics Sch Psych	3
BSP 673	Research/Ethics Seminar	3
BSP 580	Sch Based Pract Assessment	3
BSP 683	Adv Sch Based Pract	3
Electives		6
Advanced Doctoral Practicum (BSP 696)		3-12
Doctoral Internship in School Psychology (BSP 688)		15-18
Total Hours		126-138

Transfer Credit

The School Psychology Program has more stringent requirements than the Graduate School maximums for transfer credit for students who have completed previous graduate coursework. Generally, fewer courses will be approved for transfer credit than the Graduate School maximums. In some circumstances, a student with a previous master's, EdS, or doctoral degree may be allowed to count some coursework from the previous degree. After a student begins enrollment in our program, transfer credit or use of previous graduate coursework must first be evaluated and approved by program faculty to determine equivalency to a required course in our program. Equivalency is determined by consistency between the proposed transfer course and required program course in terms of objectives, content, projects, and other activities. Only in very unusual circumstances will a student be approved to transfer previous graduate coursework for required courses with the "BSP" (school psychology core) designation in our program of study. However, it may be possible for students to transfer educational psychology, educational

foundations, special education, etc., courses that are equivalent to those in our required program of study.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

The doctoral degree provides greater depth and breadth in graduate studies than the program's EdS degree. The greater depth in our doctoral program is demonstrated in our extensive required coursework and field experiences for the 120+ credit doctoral degree. Our doctoral students receive greater depth of school psychology preparation in multiple NASP domains, beyond what is provided in our EdS program, by taking additional required courses in the following areas.

- Data-Based Decision Making
- School-wide Practices to Promote Learning
- Services to Promote Safe and Support Schools
- Research and Evidence-Based Practice
- Legal, Ethical, and Professional Practices

Doctoral students are required to complete comprehensive preparation in research. Research skills and activities include additional coursework in research, pre-dissertation research, and a comprehensive doctoral dissertation study.

Doctoral Elective Focus Areas

In addition to required coursework in the school psychology doctoral program, students should complete coursework and practicum experiences to focus on a specific area of practice and/or research. Each doctoral student is required to complete at least two additional courses in a specific individual focus area in which they wish to receive more preparation in knowledge and skills for practice and/or research. Students and their advisors should plan practicum and internship experiences that complement areas of focus. Focus areas may include reading/literacy, curriculum, special education, statistics, early childhood special education, counseling, and others. Permission must be obtained from programs that offer coursework and experiences in which the student wishes to obtain focused skills.

Graduate School information on the Doctoral Plan of Study c (p. 21) can be found here (p. 21).

Doctoral Qualifying and Comprehensive Exams

Written Examinations

All students in the School Psychology Program are required to successfully complete written examinations before any degrees will be granted. The examinations are completed independently on a "take-home" basis and require students to integrate knowledge and skills obtained during coursework and other graduate education activities. Successful completion of the program requires that a student passes the exams. Further, no student will be allowed to enroll in internship until all exams are passed.

Written Qualifying Examination

Unless entering the doctoral program with a previously earned school psychology related MA degree, all doctoral students take the qualifying examination during the summer session following the end of their first year of study. The exam results are reported to the Graduate School to meet university requirements for the MA degree. Qualifying exams will be offered annually in school psychology unless special circumstances arise. Students who wish to sit for the exam at a different time should

submit a written petition to the program coordinator. Students must obtain an average of 80% or higher across faculty ratings for all questions to pass. Students who earn less than 80% of points on any one question may orally defend that question in front of the school psychology faculty. Earning less than 80% on two or more questions will result in failure of the qualifying examination.

According to UA Graduate School policy, students may only take these examinations twice, a first attempt and one retake if the first attempt is not successful. If the student did not pass, the student can reattempt the relevant questions. Students will have an additional month to complete the new questions. Students who do not pass the qualifying exam following two attempts will be dismissed from the program.

Written EdS Comprehensive Examination

Unless entering the doctoral program with a previously earned EdS degree, all doctoral students take the EdS comprehensive examination during the summer session following the end of their second year of study. The exam results are reported to the Graduate School to meet university requirements for the EdS degree. EdS comprehensive exams will be offered annually in school psychology unless special circumstances arise. Students who wish to sit for the exam at a different time should submit a written petition to the program coordinator. Students must obtain an average of 80% or higher across faculty ratings for all questions to pass. Students who earn less than 80% of points on any one question may orally defend that question in front of the school psychology faculty. Earning less than 80% on two or more questions will result in failure of the EdS comprehensive examination.

According to UA Graduate School policy, students may only take these examinations twice, a first attempt and one retake if the first attempt is not successful. If the student did not pass, the student can reattempt the relevant questions. Students will have an additional month to complete the new questions. Students who do not pass the EdS comprehensive exam following two attempts will be dismissed from the program.

Written PhD Comprehensive Examination

Doctoral students in the School Psychology Program are required to successfully complete the comprehensive examination. Passing the comprehensive exam is required for proceeding with other program requirements (e.g., internship, dissertation) and obtaining the doctoral degree. Thus, no student will be allowed to enroll in a doctoral internship until the comprehensive examination is passed.

All doctoral students are expected to take the comprehensive examination no later than fall of their fourth year in the program. Students are eligible to take the comprehensive examination following:

1. Completion of all master's degree requirements in school psychology at The University of Alabama (or demonstration of earned master's degree)
2. Completion of pre-dissertation research requirement (or demonstration of equivalency)
3. Selection of dissertation chair
4. Permission from dissertation chair and program advisor

Graduate School information on Comprehensive Exams (p. 21).

Fieldwork/Practicum/Internship Requirements

Clinical and Field-Based Training

All students in the School Psychology Program are required to engage in several supervised, sequential, and organized field-based experiences,

practica, and internships. Students engage in course-based clinical and field experiences during their first year in the program, formal practicum courses after the first year, and a final culminating internship at the conclusion of the program. Thus, students are engaged in clinical or field experiences each fall and spring term in the program.

During all field placements (e.g., practica, internships, course-embedded field experiences), students are evaluated continuously by university and field supervisors. In addition, a formal evaluation is submitted by the field supervisor to the university instructor at the end of each semester. The students must meet all requirements and achieve all objectives to be given a satisfactory grade for the field placement.

Practicum

Most of the required school psychology courses with the BSP prefix include some type of clinical or field-based experiences. In the first year in the program, BSP 501 Prof Issues/ Ethics Sch Psych, BSP 521 Cog Acad Assess, and BSP 523 Social-Behavioral Assessment all require field or clinical experiences, including classroom observations in local schools, assessment and data collection with youth, families, or other carefully supervised experiences. Several other required courses for the program (prefixes SPE, CRD, BCE, etc.) may also require clinical and field experiences on campus and in local public schools.

In addition, several formal practicum courses are required. In the second year in the program, doctoral students take BSP 580 Sch Based Pract Assessment for 200+ hours of on-site field activities in local schools in fall semester and BSP 683 Adv Sch Based Pract for 200+ hours of on-site field activities in local schools in spring semester. In their third and fourth years in the program, doctoral students continue to take BSP 696 Adv Doctoral Practicum most semesters, with 200+ onsite hours for each fall and spring term in local schools or other agencies that provide psychological services. School psychology practicum courses are offered in fall and spring terms, but typically are not offered in summer terms, except in special, pre-approved circumstances for doctoral practicum only.

Practicum sites are schools and other agencies relevant for school psychology practice. BSP 580 Sch Based Pract Assessment and BSP 683 Adv Sch Based Pract are taken by both EdS and doctoral students and occur in local public schools in the immediate Tuscaloosa or surrounding areas. Additional sites for doctoral students during doctoral placements in BSP 696 Adv Doctoral Practicum in the 3rd+ year of the program may include local public schools, university clinics, and other agencies in the immediate Tuscaloosa, Birmingham, or surrounding areas. Doctoral students wishing to complete a portion of their practica in other settings during their 3rd+ years may be given permission if the practicum site meets the needs of doctoral focus areas of the students and the program's requirements for practicum experience. If approved by the program, doctoral students may have two placement sites in the same semester and spread the required field hours between the two sites.

Doctoral students must successfully complete at least 600 hours of practicum prior to internship, generally in school and other agency settings, although 1000+ practicum hours are typically recommended if the student is considering an American Psychological Association (APA), Council of Directors of School Psychology Programs (CDSPP), or Association of Psychology Postdoctoral and Internship Centers (APPIC) internship placement. Doctoral students should begin review and completion of the comprehensive and stringent internship application procedures early in their graduate studies.

Internship

Prior to beginning the doctoral internship, students must successfully complete all courses, practica, a qualifying exam, a comprehensive exam, portfolio evaluations, a pre-dissertation research requirement, a dissertation proposal, and be approved by the program.

All students must complete an internship at or near the end of formal training. Students must be approved by the program to begin planning for internship and before an internship placement begins. With program approval, internships may occur in qualified settings across the country. The doctoral internship requires a minimum of 2,000 hours and may be completed on a full-time basis in one calendar year (600+ clock hours over a continuous 15+ week period in each of a consecutive fall, spring, and summer/fall semester), or, with special permission, based on a half-time week over two consecutive and continuous calendar years. Because they are conducted throughout an entire calendar year, or three semesters, doctoral internships are completed in consecutive fall, spring, and summer (or another fall) terms. At least 600 internship hours must be in a school setting.

Students seeking internship placements must discuss the placement with their advisor and program coordinator at least a year in advance—during the first few weeks of the fall semester preceding an internship placement for the following fall term. By May 10 prior to the internship, potential interns must document that all program requirements for internship have been met and must seek and obtain program approval to begin internship by submitting the Internship Approval form. Once program approval has been provided to the intern, the intern will share the UA School Psychology Program MOA with the internship site for signature. When the internship site has agreed to and signed the MOA, the intern will return it to the program coordinator who will ensure the remaining UA personnel signatures are completed. The intern must provide the MOA to their internship site by June 1. Students may not begin their internship without a completed and signed MOA.

Admission to Candidacy Requirements

Students will advance to candidacy after completing coursework and successfully passing comprehensive exams.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Doctoral Research Hours Registration

Graduate School Policy on Continuous Doctoral Research Hours Registration (p. 21).

Dissertation Requirements

All doctoral students are required to complete a research dissertation. University policies for dissertations are outlined in the Graduate Catalog. College of Education and department policies must be followed. According to School Psychology Program policy, the dissertation prospectus (a preliminary description of the dissertation project) and proposal (a more comprehensive description of the planned dissertation project) must be prepared and approved by the committee. The dissertation prospectus and proposal must be completed prior to beginning the doctoral internship.

The dissertation defense is the culminating experience in the doctoral program. The student and committee chair are responsible for setting a defense date that allows all committee members to participate and to have adequate time to read the dissertation, determine its suitability for a

defense, and engage in scholarly dialogue about how to best improve the document.

To promote these priorities, the scheduling of the defense follows a series of steps. The first step is to schedule a tentative defense date. Guided by the dissertation chair, students may schedule a defense date before they submit their final document to their dissertation committee. The second step is for students to submit their dissertation to the dissertation committee so that the committee may read the document and determine its readiness for a defense. Students must submit their completed dissertation to the dissertation committee at least 30 days prior to their scheduled defense date. Students may proceed with this second step after they receive expressed written consent from their dissertation chair(s).

The third step is for dissertation committee members to read the completed document. Dissertation committee members have 10 working days from the date of receipt to determine the dissertation's readiness for a defense, with readiness defined as general consensus (i.e., at least 4 of 5 committee members) that the dissertation can be filed with the Graduate School with only minimal revisions (e.g., minor editorial changes, minor substantive enhancements, and formatting). When readiness is agreed upon by the committee (i.e., 4 out of 5 committee members consent to a defense), the fourth step is for the Dissertation Chair to notify the student of the committee's disposition that a defense may occur. Once notified by their Chair(s), student may proceed with filing a public announcement of the defense. At this point, the dissertation defense date is formally confirmed.

Committee members who believe that a dissertation is not suitable for a defense should inform the Dissertation Chair within 10 working days of receiving the dissertation. The detail of their concerns should be submitted to the committee chair within the next 5 working days (if not sooner) so that the student is aware of those concerns and can address them before or during the defense. In cases where disagreements persist about student readiness to defend the dissertation, students and their dissertation chairs should consult with the Department Head as soon as possible. The Department Head will then work with the COE Dean's office and the Graduate School to determine an appropriate course of action.

All faculty members in the College of Education are to receive the announcement of the pending dissertation defense and may observe the dissertation defense. Following the student's presentation and committee examination, persons other than the committee members will be asked to leave the room before the committee conducts any discussion and subsequent voting. Positive votes by Committee members indicate that the dissertation can be filed with the Graduate School with minimal or no revisions.

The general steps in preparing the dissertation are listed below:

- Identify dissertation committee chair
- Successful completion of comprehensive exam
- Finalize dissertation committee
- Preparation of Complete Dissertation Proposal
- Proposal Meeting and Approval of Proposal by Dissertation Committee; Admission to Doctoral Candidacy
- Approval by UA Internal Review Board for Human Subjects Research and by Data Collection Site
- Collection of Data
- Data Analyses
- Preparation of Final Dissertation

- Final Examination, Defense, and Approval of Dissertation by Dissertation Committee
- Submission and Approval of Dissertation by Graduate School

Institutional Review Board Procedures

All graduate students and faculty who conduct research must be certified as having completed comprehensive training in human participants research regulations. All research conducted by graduate students and faculty in the School Psychology Program in any coursework, field experience, or research project must be reviewed and approved by the University of Alabama's Institutional Review Board (IRB). This includes research for students' class projects, theses, and dissertations. Proposals describing the research, its risks and benefits, and the procedures of obtaining informed consent and protecting confidentiality must be submitted to the IRB. For research conducted in schools or other private or public settings, additional approvals may be needed. Information about research compliance training and IRB approval may be found at <https://research.ua.edu/compliance/irb/>

<https://graduate.ua.edu/students/thesis-and-dissertation/>

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Student Progress Requirements

Continuous Review of Student Progress

Each student is required to undergo a formal progress review during an annual progress evaluation at the end of every spring semester after entering the program; thus students entering the program in a fall term will have their first formal progress review at the end of the following spring, after two complete semesters of graduate study in the program. At the end of each spring term in the program, students are required to submit a comprehensive electronic progress evaluation of their work by the due date provided by the program coordinator; faculty members review the progress evaluation and evaluate knowledge, skills, and other relevant characteristics of students as shown in coursework, clinical work, field placements, and other program activities. Doctoral students also must submit an updated progress evaluation and have a progress review during the spring semester in internship. Doctoral students must continue to submit a progress evaluation every spring semester until graduation. Students prepare progress evaluation submission in an electronic format and will be provided information about submitting the annual progress evaluation.

While a portfolio is not required for the annual progress evaluation, students are expected to retain electronic copies of all work in graduate courses and other experiences beginning with their first semester of enrollment in the program. Annual progress evaluation components and professional work characteristics of the student are evaluated by program faculty according to a rating scale, in which student progress is judged to be satisfactory or non-satisfactory.

Students are expected to receive satisfactory ratings on all progress evaluation components to continue with the planned program of study. In some cases, students may receive ratings of satisfactory that also include program requirements for improvement. Ratings of non-satisfactory on a few components may result in program requirements for additional course or field activities before continuation with the planned program of coursework, practicum, or internship. Thus, failure to make adequate progress in the program, based on a variety of quantitative and qualitative factors, will result in the student being placed

on warning or perhaps being dropped from the program. There are four possible outcomes to the annual progress review evaluation process:

1. satisfactory progress in all areas,
2. satisfactory progress but with requirements for improvement
3. unsatisfactory progress in a few areas with probation for student and requirements for improvement, and
4. unsatisfactory progress in several areas, with discontinuation of student.

Please note that students may be given a probationary period before they are discontinued, if deemed appropriate or necessary.

Minimum Grade/GPA Policies in School Psychology Courses

Students enrolled in the School Psychology Program must maintain a grade of B or higher in all core school psychology courses. Students may be able to repeat a course if they earn a grade lower than a B. Failure to receive a grade of a B or higher when taking a core school psychology course a second time results in dismissal from the program.

Students also must continually maintain a GPA of at least 3.25 to continue advancing toward key degree-related milestones. These include taking qualifying exams, comprehensive exams, advancing to candidacy, and accepting/beginning an internship.

Practica and Field Placement Policies

Addressing Concerns about Students in Field Placements, Practica, and Internships Field supervisors are asked to immediately report any concerns, issues, or suggestions to the student and to the university professor. Concerns by the field supervisor and/or university professor may be addressed through improvement plans developed for the student, in collaboration with the student, field supervisor, and university professor. Significant concerns may result in temporary suspension of the field placement, removal of the student from the placement, a grade of F for the course, and/or dismissal from the program.

Improvement Plans

If a student improvement plan for courses, field placement, or other program activities becomes necessary, the program faculty, placement site supervisors, and students will develop an improvement plan that identifies concerns/issues, specific goals, deadlines, evaluation methods, and required outcomes needed for the student to meet all criteria and achieve all objectives and earn a satisfactory grade for the course or field placement. The improvement plan will include frequent meetings between the student, professors, and supervisors to monitor progress. The improvement plan will include frequent submission of materials by the student and frequent submission of a formal evaluation by the professors and supervisors.

Program Dismissal

The student will have the right to meet with the program faculty and department chair. If the decision is to be that the student is dismissed from the program, the student will be informed in writing. If the student disagrees with the program decision, or feedback provided, the student may consult with someone outside the program, and consider submitting an appeal. The University of Alabama College of Education Grievance Procedures (<https://education.ua.edu/students/student-complaint/>) will be followed if a student has a grievance about the decision to dismiss the student or another type of academic concern.

Additional Academic and Program Requirements

Fingerprinting/Background Check

The UA College of Education requires that all students must clear a fingerprinting/background check prior to field experiences. Prior to their first semester of enrollment in the program, school psychology students must meet this requirement for activities in schools under the jurisdiction of the Alabama Department of Education. Students should contact our college's Student Services Office at (205) 348-0193 to obtain instructions or confirm if a background check has been completed. Students also have the responsibility to meet fingerprinting/background check requirements of their specific agency, state, etc. for all field, practica, and internship placements or other field experiences. Students should note that fingerprinting/background checks usually cannot be transferred from one state to another or, within a state, from one type of agency to another. New background checks typically are required by each state or type of agency. NOTE: After your graduation from the program, additional fingerprinting/background checks also typically are required to receive a state credential/certificate/license to practice as a professional in schools and other agencies.

Non-Dissertation Research

Doctoral students are required to participate in and conduct research. Faculty members work closely with doctoral students to help them complete their research requirements. Doctoral students take a number of experiential, research and statistics courses and seminars, are required to complete at least one research project prior to the dissertation, and are required to submit this project for publication or presentation at a national conference. The research project may be in collaboration with a faculty member and must include collecting data, analyzing, and reporting results for a research study. Doctoral students also are required to complete a comprehensive dissertation research study (see Dissertation Requirements above for more information).

National School Psychology Examination and State Credentialing Exams

According to UA College of Education and Alabama Department of Education policy, all doctoral students are required to take the National School Psychology Examination offered as a Praxis subject assessment by ETS. The exam must be taken and scores submitted to the program prior to the completion of at least 1,200 hours of EdS or doctoral internship. However, students are encouraged to take the exam soon after completing program coursework and either prior to or during the first few months of internship to allow opportunities to retake the exam, if needed to meet the program's criterion score.

Students must obtain a passing score on the *Praxis* School Psychologist exam (National School Psychology Exam, *Praxis* test code 5403) to receive a grade for internship and graduate from the program. Currently, the program requires a score of 155 to receive a grade for internship and, thus, to graduate from the program. Students must have their scores sent to the UA (score recipient code 1858; this same code should be recorded as the student's "attending institution"). The exam also is required for school psychology certification in Alabama; students desiring certification in our state should also have their scores sent to the Alabama Dept. of Education (recipient code 7020). Many other states require the *Praxis* School Psychologist exam for a state school psychology certificate; students should obtain the recipient code for the state in which they will apply for certification and have scores sent. The exam is required for the National Certificate in School Psychology (NCSP), and students should have their scores sent to the National

Association of School Psychologists (recipient code R1549). A passing score of 155 also is currently required for the NCSP.

Students should be aware that additional exams may be required for applications for state credentials and should determine these requirements well in advance of graduation. Students should keep in mind that they may need to apply for Alabama certification to meet certification requirements in another state, even if they do not plan to work in Alabama. Other states also have their own specific requirements for examinations, which should be identified by students well in advance of graduation from the program.

Academic Misconduct

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

The School Psychology Program faculty members and field placement agencies recognize that major emergencies can happen for some students and that they may have a short or long-term impact on a student's participation across program activities during a semester, including coursework, field placements, graduate assistantships, comprehensive exams, portfolio submissions, etc. The program is committed to supporting students in their program activities and providing assistance and guidance when emergencies have an impact on the student's activities. If you experience a major emergency (e.g., personal or family medical issue, etc.) that significantly impacts across your course, program, or field placement activities and prevents your participation for a period of time, notify the program coordinator immediately or as soon as possible after the emergency. The program coordinator will assist you with making immediate requests to course professors, field or assistantship supervisors, or program faculty about making sure that your duties and responsibilities are covered, extending deadlines, rescheduling assignments, withdrawing from activities or field placements, etc. Again, student's requests to faculty for possible solutions must be based on a major medical or similar emergency and requests must be submitted immediately or as soon as feasibly possible following the emergency. Students should be aware that any extensions, rescheduling, or withdrawal from any type of program activity possibly may impact your schedule of courses, field placements, internship dissertation, final graduation, etc. The faculty will assist students in evaluating and making plans if major emergencies affect program activities.

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

The Department of Educational Studies in Psychology, Research Methods, and Counseling has procedures by which students may resolve any type of issue or concern. For students in the School Psychology Program, all grievances, complaints, and concerns must be filed with the Head for Department of Educational Studies in Psychology, Research Methods, and Counseling.

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

Certification

Requirements for certification and licensure in school psychology vary from state to state. Students are expected to determine the requirements in the state or states in which they are interested in practicing before beginning the program. The degrees from the School Psychology program may lead to state and national credentials:

- Graduates of the NASP-approved (main campus) program, who obtain the EdS and PhD degrees in School Psychology, are eligible for the National Certification in School Psychology (NCSP), following successful completion of the national school psychologist *Praxis* assessment and internship. The NCSP is used by over 30 states, including Alabama, as one possible route to grant state certification in school psychology.
- EdS and PhD degree graduates of the School Psychology program who obtain the NCSP may meet requirements for the Alabama Class AA certificate in School Psychology using the Nationally Certified School Psychologist Approach.

For a student handbook or additional information, email or call: Program Coordinator, School Psychology, The University of Alabama, College of Education, Box 870231, Tuscaloosa, AL 35487-0231; phone (205) 348-7575; fax (205) 348-0683; program office, 306 Carmichael Hall.

Certification for Degree-Seeking Students Only

The School Psychology Program enrolls degree-seeking students and, occasionally with special permission, approves students for non-degree status to take only 1 or 2 courses, as noted earlier. The program typically does not enroll, evaluate, or endorse individuals who are not admitted to our degree programs. Only students admitted and enrolled in the EdS or PhD degree programs in school psychology and who complete our required coursework, field experiences, internships, and degrees are recommended by the program for the National Certificate in School Psychology (NCSP).

The School Psychology, Ph.D. program is only able to offer a limited number of graduate assistantships, and we are not able to offer a graduate assistantship to every student who applies to and enrolls in our program. Please consult <https://catalog.ua.edu/graduate/about/general-information/financial-assistance/> for information regarding graduate assistantships.

Department of Kinesiology

- Majors
 - Kinesiology, MA (p. 637)
 - Kinesiology, PhD (p. 643)

Department Head

- Jonathan Wingo

Graduate Program Coordinators

- Mark Richardson, Exercise Science
- Jonathan Wingo, General Studies
- Oleg Sinelnikov, Sport Pedagogy (Traditional Class A and Ph.D.)
- Elizabeth Woodruff, Sport Pedagogy (Alternative Class A)

Professors

- Michael Esco
- Mark T. Richardson
- Oleg Sinelnikov
- Jonathan Wingo

Associate Professors

- Michael Fedewa
- Brent L. Hardin
- Hayley MacDonald

Assistant Professors

- Elroy Aguiar
- Kevin Crombie
- Changki Kim
- Lee Winchester

Clinical Associate Professors

- Colleen Geary
- Kimberly Shaw
- Margaret Stran
- Elizabeth Woodruff

Clinical Assistant Professor

- Zachary Rightmire
- Battogtokh "Togy" Zagdsuren

Clinical Instructor

- Alyssa Parten

KIN500 Sociology of Sport

Hours 3

Examines the institution of sport from a sociological perspective. Provides an opportunity to critically analyze the assumptions surrounding the social significance of sport through a process of reflective thought.

KIN506 Techniques of Research

Hours 3

Designed to acquaint the student with the types of research and the methods and materials necessary for scientific inquiry. Includes the development of a research proposal, with emphasis on form and style.

View All Courses

Kinesiology, MA

The Department of Kinesiology offers the Master of Arts degree with coursework in the following:

- exercise science
- general studies in kinesiology
- sport pedagogy (traditional Class A and Alternative Class A certification in physical education)

Admission Requirements

See the Admission Criteria section of this catalog for more information.

Admission Requirements for Physical Education, Traditional Class A Certification

In addition to the minimum Graduate School admission requirements, to be considered for regular admission applicants must hold appropriate

prior certification in physical education (P-12) or the approved equivalent. Also, three recommendations are required. (Applicants to a College of Education program that leads to professional certification must submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant's academic and professional capabilities.) Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

Admission Requirements for Physical Education, Alternative Class A Certification

In addition to the minimum Graduate School admission requirements, to be considered for regular admission applicants must complete specified undergraduate prerequisite courses.

For admission to the Alternative Class A (non-traditional) program in physical education (sport pedagogy), applicants must meet the following requirements:

- **Transcript evaluation:** Applicants should contact the Office of Student Services & Certification (104 Carmichael Hall) for a transcript evaluation to determine prerequisite courses and other requirements. [NOTE: Coursework and/or a degree from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials through a foreign credential evaluation service recognized by the Alabama State Department of Education. Contact the College's Office of Student Services and Certification for more information.]
- **Degree requirement:** An appropriate bachelor's degree from an accredited institution with a minimum overall GPA of 2.50 OR a master's degree with a GPA of at least 3.0 is required.
- **Teaching Field:** Applicants must have an academic content major (or the equivalent) in the teaching field or earn a passing score on the appropriate Praxis subject assessment. The transcript evaluation will determine if an applicant meets the teaching field requirement.
- **Three recommendations:** An applicant to a College of Education program that leads to professional certification must submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant's academic and professional capabilities.

Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

Admission Requirements for General Studies and Exercise Science

In addition to the minimum Graduate School admission requirements, to be considered for regular admission applicants must:

- score at least 300 (combined verbal and quantitative) on the GRE
- have a 3.0 cumulative GPA in an undergraduate program

Prospective students who fail to satisfy one of the criteria above may be considered for Admission with Permission to Continue at the discretion of Kinesiology faculty.

Curricular Requirements

Kinesiology, MA (Class A Physical Education)

This course listing applies to those who begin this program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this

date may elect to utilize this program. A minimum of 30 hrs of course credit must be earned, and a comprehensive exam must be successfully completed. Candidates must earn a cumulative GPA of at least 3.25 on all coursework in the program, with no grade below a C, and earn passing scores on a comprehensive assessment.

Kinesiology, MA (Class A Physical Education)		Hours
Required courses:		
KIN 510	Tchg & Supervg Elem PE	3
KIN 691	Res Sociology Human Perf	3
Select ONE of these educational research courses:		3
KIN 506 or Techniques of Research		
KIN 566 Evaluation in Kinesiology		
or		
BER 540 Statistical Methods In Educ		
CAT 531	Computer Based Instruction	3
Teaching Field:		
KIN 512	PE Curriculum	3
Three advisor approved 500-600 level courses in Kinesiology Studies		9
Foundations of Professional Studies:		
Select ONE course from these ALSDE approved courses or contact advisor for additional approved courses:		3
BEF 503 or History Of Amer Educn		
BEF 507 Sociology Of Education		
or		
BEF 510 Phil Hist Socl Founds Ed		
or		
BEF 534 Multicultural Education		
or		
BEF 575 Found Educn Through Film		
or		
BEF 585 Language Politics & Education		
or		
BEF 607 Readings In Soc Of Ed		
or		
BEF 650 Theories of Race and Education		
or		
BEF 667 Multicult Soc Ed Leadershp		
or		
BEF 681 Ethics And Education		
Practicum:		
KIN 585	Lab & Field Experience	3
Additional Requirements:		
Thesis Research (If KIN 599 is selected, 6 credit hours should be completed.) OR advisor approved 500-600 level courses		6
SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program.		0-3
Total Hours		36-39

Kinesiology, MA (Physical Education, Alternative Class A Certification)

This course listing applies to those who begin this program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. Candidates must earn a cumulative GPA of at least 3.25 on all coursework in the program, with no grade below

a C, and earn passing scores on a comprehensive assessment and the appropriate Praxis subject assessment(s).

NOTE: Students must complete ATR 272 First Aid, Safety & CPR or submit certificate of completion of CPR/AED certification, with 2-year validation, through an accredited organization (i.e., American Red Cross, etc.).

Kinesiology, MA (Alternative Class A Physical Education)		Hours
Required Courses:		
KIN 510	Tchg & Supervg Elem PE	3
KIN 512	PE Curriculum	3
CAT 531	Computer Based Instruction	3
Teaching Field:		
KIN 590	Sports/Dance Workshop	6
KIN 595	Workshop Physical Education	6
Foundations of Professional Studies:		
Select ONE course from the ALSDE approved courses below or contact advisor for additional approved courses:		3
BEF 503 or History Of Amer Educn		
BEF 507 Sociology Of Education		
or		
BEF 510 Phil Hist Socl Founds Ed		
or		
BEF 534 Multicultural Education		
or		
BEF 575 Found Educn Through Film		
or		
BEF 585 Language Politics & Education		
or		
BEF 607 Readings In Soc Of Ed		
or		
BEF 650 Theories of Race and Education		
or		
BEF 667 Multicult Soc Ed Leadershp		
or		
BEF 681 Ethics And Education		
Full-time Internship:		
KIN 585	Lab & Field Experience ¹	6
EDU 500	Internship Seminar	1
Additional Requirements:		
KIN 566 is required if KIN 366 was not taken prior to unconditional admission.		0-3
SPE 500 is required if SPE 300 was not completed prior to unconditional admission.		0-3
Total Hours		31-37

Footnotes

¹ Passing scores on the appropriate Praxis subject assessment for the teaching field are required for internship.

Kinesiology, MA (Exercise Science Focused Area of Study)

A minimum of 30 hours of course credit must be earned, and a comprehensive exam must be successfully completed (or a thesis completed in lieu of a comprehensive exam).

Kinesiology, MA (Exercise Science)		Hours
Required Courses:		
KIN 506	Techniques of Research	3
KIN 507	Lab Techniques in Kinesiology	3
KIN 592	Physiology of Exercise	3
KIN 593	Adv Fit Test Ex Prescript	3
KIN 690	Exercise Health Disease	3
or KIN elective		
Choose ONE of the following three courses:		3
BER 540	Statistical Methods In Educ	
POPH 522	Biostatistics	
ST 550	Stat Methods In Res I	
Total Hours		18
Code and Title		Hours
Additional coursework: Select 12 hours from the courses listed below.		
Additional courses may be approved based on advisor's discretion. If KIN 599 Thesis Research (6 hours) is chosen, select TWO additional courses. If KIN 599 Thesis Research is not chosen, select FOUR courses.		
BER 640	Adv Statistical Methods in Ed	3
KIN 585	Lab & Field Experience	3 or 6
KIN 596	Independent Study	1-3
KIN 598	Non-Thesis Research	3
KIN 599	Thesis Research	1-6
KIN 651	Systems Physiology I	3
KIN 652	Systems Physiology II	3
KIN 670	Exercise Biochemistry	3
KIN 692	Sem Exercise Physiology	3
BSC 524	Human Physiology	3
BSC 550	Fundamentals of Biochemistry	3
HHE 515	Adv Foundation Health Promot	3
HHE 520	Theories of Health Behavior	3
HHE 530	Health Promotion Techniques	3
NHM 562	Metabolism of Energy Nutrients	3

Kinesiology, MA (General Studies in Kinesiology Focused Area of Study)

A minimum of 30 hours of course credit must be earned, and a comprehensive exam must be successfully completed (or a thesis completed in lieu of a comprehensive exam).

Kinesiology, MA (General Studies)		Hours
Required course:		
KIN 506	Techniques of Research	3
Kinesiology courses: (Choose 27 hours from the following courses. Additional KIN courses may be approved based on the advisor's discretion. See optional elective courses below)		27
Exercise Science Courses:		
KIN 507	Lab Techniques in Kinesiology	
KIN 592	Physiology of Exercise	
KIN 593	Adv Fit Test Ex Prescript	
KIN 670	Exercise Biochemistry	
KIN 690	Exercise Health Disease	

KIN 692	Sem Exercise Physiology (1)
KIN 692	Sem Exercise Physiology (2)
Sport Pedagogy Courses:	
KIN 510	Tchg & Supervg Elem PE
KIN 512	PE Curriculum
KIN 538	Adv Adapted Phys Ed.
KIN 612	Res Phys Ed Teach Education
KIN 622	Analy Res Teach Phys Ed
KIN 632	System Observ Phys Educ
KIN 642	Instrct Design PE High Ed
KIN 691	Res Sociology Human Perf
General Courses:	
KIN 566	Evaluation in Kinesiology
Thesis	
KIN 599	Thesis Research (If KIN 599 is selected, 6 credit hours should be completed.)

Total Hours **30**

Code and Title **Hours**

Optional elective courses:

Choose up to 12 hours from the following courses as elective credit to fulfill the total 30-hour degree requirement. Additional courses may be approved based on the advisor's discretion. Courses chosen outside the Department of Kinesiology must support the student's main academic interest.

BER 640	Adv Statistical Methods in Ed	3
KIN 585	Lab & Field Experience	3 or 6
KIN 596	Independent Study	1 to 3
KIN 598	Non-Thesis Research	3
KIN 651	Systems Physiology I	3
KIN 652	Systems Physiology II	3
KIN 670	Exercise Biochemistry	3
KIN 692	Sem Exercise Physiology	3
BSC 524	Human Physiology	3
BSC 550	Fundamentals of Biochemistry	3
HHE 515	Adv Foundation Health Promot	3
HHE 520	Theories of Health Behavior	3
HHE 530	Health Promotion Techniques	3
NHM 562	Metabolism of Energy Nutrients	3

Transfer Credit

A maximum of six (6) hours of graduate credit earned in the field of the master's degree from a regionally accredited institution in which the student was enrolled in the graduate school of that university may be considered for transfer and applied toward the requirements for a master's degree in Kinesiology under the following conditions:

- The credit hours must have been completed prior to the student enrolling in the master's program at The University of Alabama.

The credit hours must not have been taken to satisfy the requirements for degrees the student has earned previously. For the traditional Class A Physical Education program, credits used for the previous Class B certification may not be used for this program.

Graduation School information on Transfer Credit (p.).

Accelerated Master's Program

The Accelerated Master's Program (AMP) allows highly motivated students concentrating in Exercise Science to take courses that dual count toward the BS in Kinesiology degree (Exercise Science Concentration) as well as toward an MA in Kinesiology degree (with coursework focusing on Exercise Science). Upon completion of the undergraduate degree, students take additional coursework during year 5 to complete the 30-hour MA degree. Students are not obligated to complete the master's degree and choosing not to complete it will not adversely affect the ability to earn the BS degree.

Information on the Accelerated Master's Program (p. 7).

Comprehensive Exam

Dates for and Registering to Take Comprehensive Exams

- Master's degree comprehensive examinations for students opting not to write a thesis will be offered twice a year. During the fall semester, they will be offered in the second full week of October. During the spring semester, they will be offered in the second full week of March.
- Only eligible students may take their comprehensive examination, eligibility being dictated by policies provided in the university's Graduate Catalog.
- Students wishing to take comprehensive examinations must inform the departmental representative responsible for scheduling and organizing the comprehensive examination at least four weeks prior to their desired examination date.
- Any retakes of the master's comprehensive examinations will take place in a timely manner to meet Graduate School deadlines. Students can also delay retaking the comprehensive examination to the first opportunity during the following fall or spring semester.

Master's Degree Comprehensive Examination Format and Content

- The master's degree comprehensive examination for students opting not to write a thesis will consist of a morning and afternoon session during one day. Each session is 3 hours in duration.
 - *Exercise Science only:* Within 1 month after the written session, an oral examination will follow. At the discretion of each faculty member, the student may receive feedback regarding the written answers during the 1-month period before the oral follow-up. A single comprehensive examination attempt will comprise a written and oral component. The oral component will be administered by the faculty members who provided questions.
- During each session, students answer questions on relatively narrow topics drawn from specific courses taught within the Department of Kinesiology.
 - *Exercise Science only:* Questions are provided by at least 3 exercise science faculty.
- The departmental representative responsible for scheduling and organizing the master's degree comprehensive examinations will solicit questions from those Kinesiology faculty who have taught graduate courses to each student.
- Students will be asked questions based on coursework from a minimum of 4 courses.
- The departmental representative responsible for scheduling and organizing the master's degree comprehensive examination may provide examples of past questions for students studying for the examination.
- Students will complete the examination by typing within a word processing program on a computer.

- Personal technology including phones, tablets, personal laptop computers, and portable drives will not be permitted in the examination room.
- Each examination session will be monitored by the departmental representative overseeing the examination process.
- On completion of the examination, the departmental representative responsible for its scheduling and organization will distribute students' answers to the faculty who composed individual questions for evaluation, collect all evaluated answers, and inform each student of his or her result (pass or fail) and average score (based on a rubric).
- Students failing the comprehensive examination will be required to rewrite individual questions on which they received a score of 1. They will be permitted only one further attempt to pass and may be required to take additional coursework.
 - *Exercise Science only:* The faculty administering questions will consider both the written and oral components in determining a score on a given attempt. Students failing the first attempt of the examination may be required to wait until the following semester to retake the exam. Additional coursework may be required. Retakes of written portions will only involve question(s) failed, but the oral portion of a retake will be administered by the full committee of faculty who administered questions. The committee will decide the pass/fail outcome of the retake attempt.

The departmental representative responsible for coordinating the master's degree comprehensive examinations will keep a record of and report results to the Graduate School.

Graduate School information on Comprehensive Exams (p.).

Fieldwork/Practicum/Internship Requirements

Clinical Placements

All Class A and Alternative Class A programs require extensive field experiences in diverse settings. The majority of field experiences must occur in P-12 schools, and may require students to observe, assist in the classroom, and teach under the supervision and mentorship of the classroom teacher and university supervisor. These placements are typically in the greater Tuscaloosa area or surrounding counties, within a 50-70 mile radius, or in the Birmingham area, in order to facilitate supervision of students. With approval, individuals who are employed in positions appropriate to the area of their current program may complete field experiences on the job, but those experiences must be planned with specific purposes and assessment. All clinical placements in the College of Education relating to educator preparation are coordinated through the Office of Clinical Experiences.

Professional Liability

Students enrolled in College of Education courses that require a clinical placement should have professional liability insurance. Professional liability insurance may be purchased through an independent insurer or is available to students who are members of the Student Alabama Education Association (SAEA).

Internship - Alternative Class A

The teaching internship is one of the most important experiences College of Education students have. It is generally regarded as the culminating activity of one's preparation to become a teacher. At The University of

Alabama, the internship is a full-semester, full-time assignment and must be taken in residence.

Alternative Class A students must file internship applications with the Office of Clinical Experiences during the semester preceding the semester of the planned internship. The application process begins by submitting an application for internship.

Alternative Class A students may apply to enroll for an internship if they meet the following criteria:

- The student must have completed all courses in the major or majors, or must secure written permission to enroll for an internship from the appropriate department head.
- The student must show proof of a passing score on the appropriate Praxis assessment.
- The student must have achieved a minimum grade point average of 3.0 overall.
- The student must have achieved a minimum grade point average of 2.75 in each major, both for University of Alabama courses in each major and for combined University of Alabama courses and transfer courses in each major.
- The student must have achieved a minimum grade point average of 2.75 for professional education coursework.
- The student must have completed all methods courses and appropriate professional coursework with grades of "C" or better.
- The student must have removed from the transcript any grade of incomplete ("I") recorded in required courses; grades of incomplete are treated as grades of "F."

Registration for Internship Credit Hours

Students are required to register for the number of internship credit hours specified by their program. Students enrolled for internship must not expect to be enrolled in other courses while interning. Interns in P-12 programs such as physical education should expect to have a split internship assignment with an elementary and a secondary school.

Summer internships are rarely available and then only to persons who hold an undergraduate degree and certification and have one or two years of successful teaching experience at the level and in the subject for which they are seeking certification (with approval from the department head). In addition, summer internship assignments are allowed only if an appropriate placement can be secured in the Tuscaloosa area and appropriate supervision can be provided. These conditions also apply to those seeking to update or renew their certification or add an additional endorsement to a current certificate. To apply for a summer internship, students should file an appropriate application with the Office of Clinical Experiences by March 31 of that year.

Plan I - Thesis Process Requirements

Dates for and Registering to Complete the Thesis

- Students wishing to complete a thesis will register for at least 6 credit hours of KIN 599 Thesis Research.
- The student will work with the research advisor to formulate a committee of 3 faculty members, one of whom must be from outside the Department of Kinesiology.
- The thesis proposal meeting will be scheduled by the student at any time of the academic year in conjunction with the thesis chair and committee and following the policies provided in the university's graduate catalog.

- Students can opt to write a “traditional” five-chapter thesis consisting of an introductory chapter, a literature review chapter, a methods chapter, a results chapter, and a conclusions chapter. In this case, the formal proposal will consist of the first three chapters with the methods section being written in the future tense.
- Alternatively, students can opt to write an “article-style” thesis which describes one study to be conducted by the student and written in a format consistent with a reputable journal in the student’s subdiscipline of Kinesiology. In this case, the proposal will consist of all sections of the study article prior to the reporting of results and any discussion of or conclusions about the results (e.g., introduction, literature review, theoretical framework, purpose statement, and methods) with the methods written in the future tense.

Thesis Proposal

- The student will provide a copy of his/her final thesis proposal to his/her thesis chair and committee prior to the proposal meeting in conjunction with the policies provided in the university’s graduate catalog.
- The student will then make a formal presentation of the proposed thesis research.
- Faculty will then question the student and provide feedback about the presentation and/or written document and content related to the proposed research.
- Once the thesis chair and committee have completed their questioning of the student, the student and all other parties, except for the chair and the committee, will retire from the room in which the proposal is being held. Faculty will then deliberate as to the standard of the proposal.
- IRB approval may be necessary for research involving human subjects. More info here: <https://research.ua.edu/compliance/irb/>

Thesis Defense

- The thesis defense will be scheduled by the student at any time of the academic year in conjunction with his/her thesis chair and committee and following the policies provided in the university’s graduate catalog.
- The student will provide a copy of the final thesis to the thesis chair and committee prior to the defense in conjunction with the policies provided in the university’s graduate catalog.
- The chair of the student’s thesis committee will announce the date, time, and place of the thesis defense to members of the department and College of Education at least one week in advance of the defense.
- The defense will begin with a formal presentation of the thesis research made by the student.
- Faculty will then question the student about the presentation and/or written document and content related to the thesis research.
- Other interested parties attending the thesis defense will also be given an opportunity to question the student about the thesis research.
- Once the thesis chair and committee have completed their questioning of the student, the student and all other parties, except for the chair and the committee, will retire from the room in which the defense is being held. Faculty will then deliberate as to the standard of the thesis defense and score it using a rubric.
- Students failing the thesis defense will be permitted only one further attempt to defend their thesis and may be required to take additional coursework.

Plan II - Non-Thesis Process Requirements

See previous Comprehensive Exam section.

Time Limit for Degree Completion

Graduate School information on Time Limits (p.).

Student Progress Requirements

For the Alternative Class A program in Physical Education, students must be formally admitted to the Alternative Certification Teacher Education Program during their program. Students must meet the minimum qualifications that are expected of candidates entering and completing undergraduate (Class B) certification in the same discipline. This usually means minimum GPA requirements in the core curriculum as well as minimum GPA requirements within the disciplines in which the applicant is seeking certification. Other requirements, such as completion of a writing assessment and other screening associated with undergraduate certification must be completed before formal admission to the alternative teacher education program.

Additional Academic Requirements

For the Alternative Class A program, a passing score on the appropriate Praxis subject assessment is required.

Electronic Learning Management System Requirement

For Physical Education, a designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Information on Academic Grievances (p. 255).

Grades and Academic Standing

Exercise Science and General Studies require a 3.0 GPA.

As required for traditional Class A and Alternative Class A certification, students in Physical Education programs must earn a GPA of at least 3.25 on all courses in the program, with no grade below a “C.”

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadline.

Application for Graduation

Information on the Application for Graduation (p.).

Certification

Physical Education (P-12), Traditional Class A and Alternative Class A

The Alabama State Department of Education grants Class A professional educator certification in Physical Education (P-12). To be eligible, candidates must hold appropriate prerequisite certification OR complete an Alternative Class A program and must successfully complete all requirements for the MA degree as described in this catalog.

To be awarded Alabama Class A Physical Education (P-12) certification, students must:

- maintain a GPA of at least 3.25 on all courses with no grade below a C,
- receive a passing score on a comprehensive assessment documenting mastery of the curriculum,
- earn a passing score on the required Praxis subject assessment (Alternative Class A)

According to Alabama regulations, individuals admitted to a Class A program based on a professional educator certificate from another state must earn the prerequisite Alabama certification before applying for Alabama Class A (master's level) certification.

Students must complete the proper application form for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall during the student's last semester. A student who does not apply for professional certification within 60 months after completing the state-approved program will be required to meet the current program.

Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education. Students planning to teach outside the state of Alabama are responsible for knowledge about professional licensure requirements in those states.

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Department of Education. The state requirements change from time to time and, accordingly, the department's requirements and programs are subject to change.

Information regarding financial assistance can be found here: <https://education.ua.edu/student-resources/financial-assistance/>.

Kinesiology, PhD

The Department of Kinesiology offers programs leading to the Doctor of Philosophy (PhD) degree in Kinesiology with areas of study in exercise science and sport pedagogy.

Admissions

Admission to the Ph.D. program is competitive and based on prior academic achievement, graduate record examination (GRE) scores, recommendations, and research interests. In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- a graduate degree or PGCE (sport pedagogy only) from an accredited institution
- a GRE score
- 3.0 GPA for a completed graduate degree program.

Preference is given to students who have strong backgrounds in the Life Sciences (for the exercise science focused area of study), teaching (for the sport pedagogy focused area of study), or related fields, meet the minimum requirements stated above, and have research interests compatible with at least one of the Kinesiology faculty members.

Students will be admitted on a rolling basis at the discretion of program faculty as applications are received. Prospective students should identify a prospective research mentor and contact that person for more information regarding the admission procedure.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Ph.D. degree requires a minimum of 66 hours beyond the master's degree. This program includes 1) 24-hour kinesiology (i.e., exercise science or sport pedagogy) core; 2) 12-hour competency in research and statistics; 3) 12 hours of foundation courses to support the major (must be taken outside of the department); and 4) 18 hours of dissertation.

Advising

All doctoral students will be advised by a major professor with whom they will have been aligned as part of the admissions process. In the event a doctoral student is granted admission without a research mentor/major professor, they will be assigned an interim advisor upon admission to the PhD program. The advisor will assist the student in the evaluation of previous work, selection of coursework, and research oversight.

Coursework Focusing on Exercise Science		Hours
Major Field Coursework		
KIN 592	Physiology of Exercise	3
KIN 651	Systems Physiology I	3
KIN 652	Systems Physiology II	3
KIN 670	Exercise Biochemistry	3
Additional KIN coursework (Students may select from the following courses.)		12
KIN 506	Techniques of Research	
KIN 507	Lab Techniques in Kinesiology	
KIN 566	Evaluation in Kinesiology	
KIN 593	Adv Fit Test Ex Prescript	
KIN 596	Independent Study	
KIN 602	Readings in Kinesiology	
KIN 603	Special Proj Kinesiology	
KIN 685	Field & Lab Experience	
KIN 690	Exercise Health Disease	
KIN 692	Sem Exercise Physiology	
KIN 698	Non-Dissertn Research	
Research/Statistics *		12
Students may select from the following courses:		
BER 639	Applied Regression Analysis	
BER 640	Adv Statistical Methods in Ed	
BER 642	Advanced Regression Methods	
BER 643	Multivariate Statistics	
BER 645	Advanced Experimental Design	
BER 646	Structural Equation Modl	
BER 648	Advanced SEM	
ST 540	Stat Prog & Comp with R	
ST 550	Stat Methods In Res I	
ST 552	Applied Regression Analy	
ST 553	Appld Multivariate Analy	
ST 560	Statistical Methods	
ST 561	Applied Design Expermnts	

ST 635	Nonparametric Statistics	
POPH 522	Biostatistics	
PY 602	Advanced Statistics I	
PY 603	Advanced Statistics II	
Foundations Area Coursework **		12
Courses may include but are not limited to the following examples:		
CHS 550	Intro to Fundamentals of Med I (6)	
CHS 551	Intro to Fundamentals Med II (6)	
BSC 524	Human Physiology	
BSC 535	Immunology	
BSC 549	Endocrinology	
BSC 550	Fundamentals of Biochemistry	
NHM 557	Childhood Obesity	
NHM 558	Nutr Prev Trtmt Chron Disease	
NHM 561	Adv. Vitamins and Minerals	
NHM 562	Metabolism of Energy Nutrients	
NHM 568	Nutrition for the Older Adult	
POPH 523	Basic Epidemiology	
PY 658	Psychopathology	
RCH 500	Rural Envir/Occup Health	
Dissertation Research		18
KIN 699	Dissertation Research	
Total Hours		66

Footnotes

- * Research prerequisite: If a student has not completed a basic statistics course in a master's degree program, BER 540 Statistical Methods In Educ must be completed. BER 540 does not count toward the required 12 hours of Research/Statistics.
- ** Sample areas include health promotion, psychology, nutrition, biochemistry, physiology, immunology, epidemiology, and occupational health.

Coursework Focusing on Sport Pedagogy		Hours
Major Field Courses*		
KIN 512	PE Curriculum	3
KIN 538	Adv Adapted Phys Ed.	3
KIN 604	Sem in Physical Education	3
KIN 612	Res Phys Ed Teach Education	3
KIN 622	Analy Res Teach Phys Ed	3
KIN 632	System Observ Phys Educ	3
KIN 642	Instrct Design PE High Ed	3
KIN 691	Res Sociology Human Perf	3
Research/Statistics **		
BER 640	Adv Statistical Methods in Ed	3
Choose one research grouping below for 9 hours.		9
Qualitative option: BER 631, BER 632, and BER 633		
Quantitative option: BER 645, BER 643, and BER 642		
Combination option: BER 631, BER 645, and BER 643		
Major Area Foundations ***		12
Dissertation Research		18
KIN 699	Dissertation Research	
Total Hours		66

Footnotes

- * Sport pedagogy students who have not completed a master's degree at The University of Alabama take these 8 courses for a total of 24 hours. Sport pedagogy students who have taken some of the major field courses in a master's degree program at The University of Alabama may substitute the major field courses with KIN 596, KIN 602, KIN 603, KIN 685, and/or KIN 698. Students who will focus on adapted sport pedagogy may obtain approval from Dr. Hardin to substitute a maximum of two of these courses for KIN 632 and KIN 691: KIN 596, KIN 602, KIN 603, KIN 685, and/or KIN 698.
- ** Research/Statistics prerequisite: If a student has not completed a basic research methods course in a master's degree program, KIN 506 Techniques of Research is a prerequisite. If a student has not completed a basic statistics course in a master's degree program, BER 540 Statistical Methods In Educ must be completed. Neither KIN 506 nor BER 540 counts toward the required 12 hours of Research/Statistics.
- *** Sample areas include health promotion, human development, educational psychology, educational leadership, educational foundations, educational policy, research, special education, or other areas to suit student's research/teaching interests.

Transfer Credit

A maximum of 6 hours of graduate credit earned in the field of the doctoral degree from a regionally accredited institution in which the student was enrolled in the graduate school of that university may be considered for transfer and applied towards the requirements for a doctoral degree in Kinesiology under the following conditions:

- The credit hours must have been completed prior to the student enrolling in the doctoral program at The University of Alabama.

The credit hours must not have been taken in order to satisfy the requirements for degrees the student has earned previously.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirements

Graduate School information on the Doctoral Plan of Study c (p. 21) can be found here (p. 21).

Comprehensive Exam

Dates for and Registering to Take Comprehensive Exams

- Doctoral degree comprehensive examinations for students will be offered at any time of the academic year in conjunction with the student's dissertation chair (or academic advisor in the event a dissertation chair has not yet been designated, hereafter referred to as "major professor") and following the policies provided in the university's Graduate Catalog.
- Only eligible students may take their comprehensive examination, eligibility being dictated by policies provided in the university's Graduate Catalog.
- Students wishing to take their comprehensive examinations must inform their major professor—who will be responsible for scheduling, organizing, and proctoring the comprehensive examination—at least four weeks prior to their desired examination date.
- Any necessary retakes of the doctoral comprehensive examination will take place when the major professor deems the student ready. The time frame in which retakes must be completed is decided by the major professor in conjunction with the faculty member whose question is being retaken.

Doctoral Degree Comprehensive Examination Format and Content

- The faculty member organizing the comprehensive examination will solicit at least 8 questions from program faculty.
 - *Exercise Science only:* Questions will be solicited from at least 3 and no more than 5 exercise science faculty.
- Within 1 month after the written session, an oral examination will follow. At the discretion of faculty, the student may receive feedback regarding the written answers during the 1-month period before the oral follow-up. A written and oral component will comprise a single comprehensive examination attempt. The oral component will be administered by the faculty members who provided questions.
- The doctoral degree comprehensive examination will consist of morning and/or afternoon sessions to be completed over the course of 1 work week (Monday – Friday).
- During each session, students answer relatively broad questions and are expected to draw on coursework, coursework reading, and work and reading done outside of coursework.
- Questions asked may not be tied to specific courses. Instead, they may cross the boundaries of a number of different courses.
- The faculty member responsible for scheduling and organizing the doctoral degree comprehensive examination may provide examples of past questions for students studying for the examination.
- Students will complete the examination by typing within a word processing program on a computer.
- Personal technology including phones, tablets, personal laptop computers, and portable drives will not be permitted in the examination room.
- Each examination session will be monitored as needed by the faculty member overseeing the examination process.
- On completion of the examination, the faculty member responsible for its scheduling and organization will distribute students' answers to the faculty who composed individual questions for evaluation, collect all evaluated answers, and inform each student of his or her result (pass or fail).
- Students failing the comprehensive examination will be required to rewrite individual questions on which they received a score of 1. They will be permitted only one further attempt to pass and may be required to take additional coursework.
 - *Exercise Science only:* The faculty administering questions will consider both the written and oral components in determining a score on a given attempt. Students failing the examination may be required to wait until the following semester to retake the exam. Additional coursework may be required. Retakes of written portions will only involve question(s) failed, but the oral portion of a retake will be administered by the full committee of faculty who administered questions. The committee will decide the pass/fail outcome of the retake attempt.

The major professor will keep a record of and report results to the program administrative assistant, who will then report results to the graduate school.

Graduate School information on Comprehensive Exams (p. 21).

Admission to Candidacy Requirements

A student is admitted to candidacy after passing the comprehensive exam.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Doctoral Research Hours Registration

Graduate School information on Continuous Doctoral Research Hours Registration (p. 21).

Dissertation Requirements

Dates for and Registering to Complete the Dissertation

- Students wishing to complete a dissertation will register for KIN 699 Dissertation Research.
- The student will work with the research advisor to formulate a committee of 5 faculty members, one of whom must be from outside the Department of Kinesiology. A majority of the dissertation committee members must be full-time regular University of Alabama faculty (that is, full-time instructor, assistant professor, associate professor, or professor). The chair of the committee must hold Full Graduate Faculty status; others may be Full, Associate, or Affiliate members of the Graduate Faculty.
- The dissertation proposal meeting will be scheduled by the student at any time of the academic year in conjunction with the dissertation chair and committee and following the policies provided in the university's graduate catalog.
- Students can opt to write a "traditional" five-chapter dissertation consisting of an introductory chapter, a literature review chapter, a methods chapter, a results chapter, and a conclusions chapter. In this case, the formal proposal will consist of the first three chapters with the methods section being written in the future tense.
- Alternatively, students can opt to write an "article-style" dissertation which describes 3 studies to be conducted by the student and written in a format consistent with a reputable journal in the student's subdiscipline of Kinesiology. In this case, the proposal will consist of all sections of each study article prior to the reporting of results and any discussion of or conclusions about the results (e.g., introduction, literature review, theoretical framework, purpose statement, and methods) with the methods written in the future tense.

Dissertation Proposal

- The student will provide a copy of the final dissertation proposal to the dissertation chair and committee prior to the proposal meeting in conjunction with the policies provided in the university's graduate catalog.
- The student will then make a formal presentation of the proposed dissertation research.
- Faculty will then question the student and provide feedback about the presentation and/or written document and content related to the proposed research.
- Once the dissertation chair and committee have completed their questioning of the student, the student and all other parties, with the exception of the chair and the committee, will retire from the room in which the proposal is being held. Faculty will then deliberate as to the standard of the proposal.
- IRB approval may be necessary for research involving human subjects. More info here: <https://research.ua.edu/compliance/irb/>

Dissertation Defense

- The dissertation defense will be scheduled by the student at any time of the academic year in conjunction with the dissertation chair and committee and following the policies provided in the university's graduate catalog.

- The student will provide a copy of the final dissertation to the dissertation chair and committee prior to the defense in conjunction with the policies provided in the university's graduate catalog.
- The chair of the student's dissertation committee will announce the date, time, and place of the dissertation defense to members of the department and College of Education at least one week in advance of the defense.
- The defense will begin with a formal presentation of the dissertation research made by the student.
- Faculty will then question the student about the presentation and/or written document and content related to the dissertation research.
- Other interested parties attending the dissertation defense will also be given an opportunity to question the student about the dissertation research.
- Once the dissertation chair and committee have completed their questioning of the student, the student and all other parties, with the exception of the chair and the committee, will retire from the room in which the defense is being held. Faculty will then deliberate as to the standard of the dissertation defense and score it using a rubric.
- Students failing the dissertation defense will be permitted only one further attempt to defend their dissertation and may be required to take additional coursework.

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Student Progress Requirements

The sequence of steps for a doctoral student from admission to graduation is:

1. Satisfaction of admission requirements
2. Formation of doctoral program of study
3. Completion of coursework
4. Completion of major comprehensive exams
5. Admission to candidacy
6. Formation of doctoral dissertation committee
7. Proposal of doctoral dissertation
8. Oral defense of the dissertation
9. Submission of final copies of the dissertation

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Graduate School information on Deadlines.

Application for Graduation

Graduate School information on the Application for Graduation (p. 21).

A limited number of graduate assistantships are available each year. These assistantships are awarded on a competitive basis. Graduate assistants may be asked to assist with teaching, research, and/or the outreach mission of the academic unit.

Graduate School information on Financial Assistance (p. 254).

Department of Music Education

General Requirements

The content of all graduate programs in music education is determined, in part, by the background and goals of the individual student. Each program will include graduate courses in music, music education (choral, instrumental, or general) and professional education, and may include other graduate study as indicated by the student's background and interests in consultation with a music education advisor. It is recommended that each student work closely with the music education graduate coordinator during the first year of graduate study and then with an academic advisor in music education in order to plan the program.

Degree requirements are noted on the official Plan of Study for the various degrees and tracks. These documents are available from the chairperson, graduate coordinator, or administrative staff in the Department of Music Education.

Graduate-level music education courses that meet requirements for specific State-approved certification programs (Class A, Class AA) are offered on a two-year rotation. Applicants for music education graduate degrees should anticipate that summer enrollment may be necessary to complete degree requirements. Questions concerning the rotation of course offerings should be directed to the **Music Education Department**; Box 870366; Tuscaloosa, AL 35487-0366; (205) 348-6054.

Before 12 hours of graduate study are completed in any graduate degree program, students enrolled in music education graduate programs may be required, at the discretion of the department, to demonstrate professional competence in music theory and music history and, if requested, to perform a placement audition on their major instrument. Information about specific examinations can be obtained through the Music Education Office, Box 870366, Tuscaloosa, AL 35487-0366 (205) 348-6054.

Traditional Class A Certification in Music Education, MA in Secondary Education

The MA is designed to enhance the performance and pedagogical capabilities required to actively participate in creative activity as a performer, conductor, or educator while allowing for flexibility to address a variety of differences and directions. Graduates aspire to careers as advanced practitioners in Music Education and the innovative teaching of Music Education beyond undergraduate preparation. The degree is awarded to candidates who complete the course of study with distinction, demonstrating ability in teaching and musicianship.

The MA is designed to include a broad field of study in a major area of specialization. Selection and sequence of courses are contingent on the skills, background, and professional goals of the student. Each student's

program will include courses in music, music education, conducting, pedagogy, and professional education.

Admission and degree requirements (p. 552) for Secondary Education, MA (Class A Music Education certification)

Alternative Class A Certification in Music Education (Nontraditional, Initial Teacher Certification), MA in Secondary Education

The MA leading to Alternative Class A certification is designed to enhance the performance and build pedagogical capabilities required to actively participate in creative activity as a performer, conductor, or educator while allowing for flexibility to address a variety of differences and directions. Graduates aspire to careers as practitioners in Music Education beyond undergraduate preparation as a performer. The degree is awarded to candidates who complete the course of study with distinction, demonstrating ability in teaching and musicianship.

The Alternative Class A certification program is designed to include specific methods coursework, education classes, and study in a broad field of study in a major area of specialization. Selection and sequence of courses are contingent on the skills, background, and professional goals of the student. Each student's program will include courses in music, music education, conducting, pedagogy, methods, and professional education.

Admission and degree requirements (p. 552) for Secondary Education, MA (Alternative Class A Music Education certification)

Class AA Certification in Music Education, EdS in Secondary Education

The EdS is designed to enhance the performance and pedagogical capabilities required to actively participate in creative activity as a performer, conductor, or educator while allowing for flexibility to address a variety of differences and directions. Graduates aspire to careers as advanced practitioners in Music Education and the innovative teaching of Music Education beyond master's-level preparation. The degree is awarded to candidates who complete the course of study with distinction, demonstrating ability in teaching and musicianship.

The EdS is designed to go beyond master's coursework to include a broad field of study in a major area of specialization. Selection and sequence of courses are contingent on the skills, background, and professional goals of the student. Each student's program will include courses in music, music education, conducting, pedagogy, and professional education.

Admission and degree requirements (p. 544) for Secondary Education, EdS (Class AA Music Education certification)

EdD in Curriculum and Instruction (Music Education)

The EdD is designed to develop the performance, pedagogical, and research capabilities required to conduct applied research, prepare pre-service music teachers, and actively participate in creative activity as a performer or conductor while allowing for flexibility to address a variety of differences and directions. Graduates aspire to careers as advanced practitioners and leaders in Music Education and the innovative teaching of Music Education. The degree is awarded to candidates who complete the course of study with distinction, demonstrating ability in teaching, musicianship, scholarly study, and ability to conduct original research.

The EdD is designed to include a broad field of study in a major area of specialization. Selection and sequence of courses are contingent on the skills, background, and professional goals of the student. Each student's program will include courses in music, music education, professional education, and research.

Admission and degree requirements (p. 527) for Curriculum and Instruction, EdD

PhD in Curriculum and Instruction (Music Education)

The PhD program is designed to develop the pedagogical, performance, and research capabilities required to independently conduct scholarly research, thoroughly prepare pre-service music teachers, and actively participate in high-level creative activity as a performer or conductor while allowing for flexibility to address a variety of differences and directions. Graduates pursue positions as collegiate teachers, conductors, performers, and researchers. The degree is awarded to candidates who complete the course of study with distinction, demonstrating ability in teaching, musicianship, scholarly study, and outstanding aptitude in conducting original research.

The PhD is designed to include a broad field of study in a major area of specialization. Selection and sequence of courses are contingent on the skills, background, and professional goals of the student. Each student's program will include courses in music, music education, professional education, and research.

Admission and degree requirements (p. 530) for Curriculum and Instruction, PhD

Graduate work in music education is an option through the **Curriculum and Instruction Department** in the College of Education. Interested applicants should contact Music Education, Box 870366, Tuscaloosa, AL 35487-0366 (205) 348-6054, or speak with the Graduate Program Coordinator for Music Education by e-mail at chancock@ua.edu or phone at (205) 348-6335.

Department Head

- Carl B. Hancock

Professors

- Carl B. Hancock
- Kenneth Ozzello

Assistant Professor

- Julie K. Bannerman
- E. Danielle Todd
- Kevin Welborn

Clinical Instructors

- Melissa Life

Music Education Affiliated Faculty

- Mary Lindsey Bailey
- Jenny Gregoire
- Morgan Luttig
- Andrew Lynge
- Osiris Molina
- Jonathan Noffsinger
- Diane Schultz

MUE500 Foundatn Music Education

Hours 3

Investigation of the purposes and functions of music education from antiquity to the present. Philosophical foundations and a chronological survey of historical issues related to the inclusion of music in general education will also be discussed.

MUE522 General Music: Approaches and Practices

Hours 3

This course examines curricular approaches and contemporary practices in general music education. Students explore important questions about the purposes and characteristics of general music programs and how those programs meet the needs of diverse learners and communities. Students develop critical and reflective understandings of general music education within the context of current challenges and opportunities facing the field.

[View All Courses](#)

Department of Special Education

- Majors
 - Special Education, MA (p. 654)
 - Special Education, EdS (p. 652)
 - Special Education, EdD (p. 648)
 - Special Education, PhD (p. 659)

Department Head

- Nicole Cain Swoszowski

Program Coordinators

- Lucy Barnard-Brak, Autism and Ed.D. program
- Amy Williamson, Collaborative Special Education
- Ragan McLeod, Early Childhood Special Education
- Jennifer L. Jolly, Gifted Education
- N. Kagendo Mutua, Severe Disabilities
- S. McDaniel, Ph.D. Program

Professors

- Lucy Barnard-Brak
- Gregory J. Benner
- Carol A. Donovan
- Robin Parks Ennis
- Kristine Jolivet
- Jennifer L. Jolly
- Sara McDaniel
- Robert A. McWilliam
- N. Kagendo Mutua
- Nicole Cain Swoszowski

Associate Professor

- Ragan McLeod

Assistant Professors

- Marissa Filderman
- Kristen Lamb
- Courtney O'Grady
- Elizabeth Stewart

Clinical Associate Professor

- Kimberly Tomeny

Clinical Assistant Professors

- Elizabeth Michael
- Jeremy Reid
- Lauren Rollins
- Amy Williamson

Clinical Research Assistant Professors

- Olivia Hester
- Kimberly Odom
- Allyson Pitzel
- Sara Sanders

Clinical Instructors

- Lisa Burgess
- Sharron Maughn

SPE500 Intro Exc Childr/Youth

Hours 3

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

SPE501 Diagnosis and Assessment of Exceptional Children and Youth

Hours 3

Comprehensive study of diagnosis and assessment, emphasizing concepts of tests and measurements, formal and informal assessment, test administration, and use of diagnostic results in educational intervention.

[View All Courses](#)

Special Education, Ed.D.

The Doctor of Education (EdD) program in special education at The University of Alabama is designed to prepare educational leaders who will work to provide a direct educational benefit to the lives of children and youth with disabilities and their families. Graduates will likely work as administrators but they could also be teacher trainers or executive directors of nonprofit organizations.

The program is delivered online and designed to prepare students for leadership roles in special education.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- An earned master's degree in special education (or a related area)
- Three years of appropriate experience, defined as three years of teaching experience (that will be accompanied by teaching certification).
- An interview
- Three letters of recommendation
- Responses to two program-specific questions:
 - In one page, please describe what is meant by evidence-based practices.
 - In three to five pages, please list some of these evidence-based practices and describe their role in contemporary gifted education or special education (select the area of program

application). Please also discuss why you think there is a gap in implementing these practices.

Graduate faculty members individually evaluate and collectively discuss admission applications.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

A minimum of 72 semester credit hours beyond the master's degree is required for completion of the Ed.D. program. These 72 hours consist of the following required courses: 36 hours of special education courses, 12 hours of educational foundations courses, 12 hours of research courses, and 12 dissertation hours.

Code and Title	Hours
Educational Foundations courses (or as advisor approved)	12
BEF 534 Multicultural Education	
BEF 577 Readings Critical Sociology Ed	
BEF 607 Readings In Soc Of Ed	
BEF 639 Educ Theory And Policy	
BEF 640 Studies History Of Education	
BEF 644 Phil Science Rel Ed Res	
BEF 667 Multicult Soc Ed Leadership	
BEP 500 Adv Educational Psych	
BEP 505 Motivation and Self-Regulation	
BEP 550 Life Span Development	
BEP 561 Social Cult Basis Behav	
BCE 513 Career Development	
BCE 522 Indiv & Group Appraisal	
BCE 542 Med Aspects	
BCE 653 Intro Play Therapy	
CAT 531 Computer Based Instruction	
Educational Research courses (or other advisor approved BER course)	12
BER 540 Statistical Methods In Educ (if no previous statistics course. Otherwise another BER course should be taken.)	
BER 555 Measure & Eval: Social & Behav	
BER 600 Survey of Educational Research	
BER 660 Eval I:Theory & Practice	
Special Education and core courses (24 hours)	
SPE 520 Early Language and Literacy	3
SPE 593 Intro Severe/Profound Disabili	3
SPE 597 Transition In Special Ed	3
SPE 600 Doctoral Seminar Spe	3
SPE 606 Topical Seminar In Spe	3
SPE 613 Consult Proc Spe Progs	3
SPE 616 Adv. Professional Development	3
SPE 617 SPE Leadership	3
Cohorts for Areas of Emphasis:	12
Select 4 courses from ONE of the following cohorts of elective courses as your area of emphasis. Once you take the first course in a cohort, you are part of that cohort and will take all courses in that cohort.	
Collaborative Special Education Cohort	
SPE 590 Intro Mild Disabilities	

SPE 602 Seminar Research Spe	
SPE 611 Ind Study In Spe	
SPE 623 Issues in Collab	
SPE 624 Adv. Curr. Workshop: Collab.	
Gifted Education Cohort	
SPE 581 Psy Gift Tal Chld Yth	
SPE 582 Teach Gifted And Taltd	
SPE 583 Creative Prob Solving	
SPE 584 Spec Populatn Gift Educ	
SPE 585 Teaching Thinking Skills	
SPE 611 Ind Study In Spe	
SPE 681 Issues In Gifted Educ	
Autism Cohort	
SPE 502 Adv Behav Mgt Spec Educt	
SPE 504 Intro to Assistive Technology	
SPE 531 Intro to ASD	
SPE 532 EBP for Ind ASD	
SPE 533 Assessing Behavior Change	
SPE 611 Ind Study In Spe	
Early Childhood Special Education Cohort	
SPE 572 Early Childhood Development	
SPE 578 Meth Tch Yng Child W/Dis	
SPE 602 Seminar Research Spe	
SPE 611 Ind Study In Spe	
SPE 621 Issues in Education: Early	
SPE 622 Adv. Curr. Workshop:Early	
Leadership and Special Education Cohort	
AEL 608 Educ Fin Theory/Pract	
AEL 619 Politics Of Education	
AEL 630 School Partnerships	
AEL 650 Organizational Theory	
AEL 661 Major Issues and Trends	
AEL 664 Ed Policy/Dynamics of Change	
AEL 671 Survey Instructnl Superv (Leadership and Special Education Cohort)	
AEL 682 Lead & Org/Theory & Appl	
SPE 611 Ind Study In Spe	
Dissertation hours	12
SPE 699 Dissertation Research	
Total Hours	72

Transfer Credit

A student holding an earned, in-field master's degree and working in the field or a related field since earning the degree may request approval for up to 1/2 coursework hours of credit to be applied to the EdD. To do this, the student must have earned at least a "B" overall graduate GPA from the awarding institution. If approved for transfer, these hours would count toward the minimum 48 coursework hours required for the EdD degree.

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study c (p. 21)an be found here (p. 21).

Comprehensive Exams

Students may take comprehensive examinations as late as the last semester of coursework. Students should notify their chair as soon as possible at the beginning of the semester if they intend to take comprehensive examinations in order to solicit questions from the committee members. Dates for comprehensive examinations are announced at the beginning of each semester. Students must be registered for at least one hour in order to take comprehensive examinations per Graduate School policy.

The dissertation committee will write the comprehensive examination questions for the student in view of the course of study as well as the anticipated dissertation study. Comprehensive examinations will be delivered via Blackboard. Students have 10 consecutive days to complete their questions. The comprehensive examinations are open book and open note. Students may not consult with other students or faculty members outside of their committee when completing their comprehensive examinations. Comprehensive examination responses are subject to evaluation for plagiarism and other forms of academic dishonesty as outlined in the code of student conduct.

If a student fails or comprehensive examinations, they must wait until the next semester before taking it again. A student may only retake their comprehensive examinations once. If a student fails or comprehensive examination twice, they will be terminated from the program.

Graduate School information on Comprehensive Exams (p. 21).

Admission to Candidacy Requirements

Admission to candidacy requires: 1) the completion of all required coursework outside of dissertation hours (SPE 699) with a GPA of at least 3.00 and 2) successfully passing comprehensive examinations. Once a student has met the requirements for admission to candidacy for a doctoral degree, doctoral students must pursue completion of the dissertation without interruption by enrolling each semester for at least 3 hours of dissertation research.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Doctoral Research Hours Registration

Graduate School information on Continuous Doctoral Research Hours Registration (p. 21).

Dissertation Requirements

Selecting a chair

Upon admission to the program, the student will be assigned an advisor. This advisor may or may not become the chair of the dissertation study. In selecting a chair, it is highly recommended that the student has had past interactions with this faculty member sufficient to discern their work style and interests. Throughout their coursework, students will have the opportunity to interact with many faculty members. If a student wants to work with a particular faculty member that they may not have had the opportunity to interact with through coursework, the student may want to reach out to this faculty member indicating interest in their work and ask to be involved in some way. Please note that no faculty member is required to serve or chair your dissertation committee. Individual faculty will evaluate your grades in their courses as part of the determination whether to serve at all on your dissertation committee. You should generally not expect a faculty member to serve on your committee if you receive a grade below a "B" in their course, some faculty members may even require an "A" for consideration. Based on a student's

research interests and past interactions with faculty members, the student should contact a potential chair begin by e-mail to begin this discussion.

In this e-mail, the student should describe their potential research idea(s) for a dissertation study. This email should be limited to approximately one paragraph. A faculty member may respond that they are unable to chair any additional students at this time. They may also respond that the student's research interests are not sufficiently aligned with theirs. Please note that both faculty members and students have academic freedom, so they must both come to an agreement when it comes to the dissertation study. For some students, the selection of a chair may be obvious, but for other students it may require more flexibility in terms of what their dissertation study will be. Finally, it is important to be open to faculty members honing and reshaping research ideas for the dissertation study. Faculty members understand the time and effort entailed to complete a dissertation study. We want the dissertation study to be a success.

Selecting committee members

After selecting your chair and discussing potential research ideas, your chair will have suggestions as to who should serve on your dissertation committee. For your dissertation study, you will need at least three faculty members plus one outside member for total of four members. This committee would include your chair to serve on your committee per graduate school policy for EdDs.

One of these committee members is typically a methodologist, who is a person who has demonstrated expertise in the methodology used in the dissertation study. This person might or might not be on the SPEMA faculty. As mentioned above, another member of the committee is an outside member of the committee. This person will be a faculty member in another department, outside of the department. In taking courses with a non-SPE prefix, please think about the selection of the outside member.

The dissertation at a distance

Each student will complete a dissertation while enrolled in SPE 699 Dissertation Research hours. Students are not permitted to enroll in SPE 699 hours until after having successfully passed their comprehensive examination. In selecting the dissertation topic, both faculty and students have academic freedom. Faculty members will guide students to dissertation topics aligned with their mutual interests and that can be executed at a distance. There are generally five categories of research studies that can be well executed at a distance:

1. Studies with existing or archival publicly-available data. Students can access many publicly available data sets relevant to special education. Publicly-available data sets include but are not limited to:
 - a. National Center for Education Statistics
 - i. Early Childhood Longitudinal Study
 - ii. High School Longitudinal Study
 - iii. National Household Education Study
 - iv. School Survey on Crime and Safety
 - b. Office of Civil Rights Data Collection
 - c. IDEA Part B data
 - d. National Survey of Children's Health (NSCH)
 - e. National Survey of Children with Special Health Care Needs (can be merged with NSCH)
 - f. CDC Survey of Pathways to Diagnosis and Services
 - g. National Survey of the Diagnosis and Treatment of ADHD and Tourette Syndrome

2. Studies with existing or archival data from your state or local education agency. Students will most likely need approval from your agency to use data belonging to the agency.
3. Studies using online survey techniques. The University of Alabama provides access to Qualtrics free of charge to faculty and students. This is the perfect tool for students to design an online survey.
4. Historical studies using archival collections or from papers held in private collections.
5. Qualitative studies using such data as policy documents, interviews, and focus groups.

Other categories of research studies could work for a dissertation at a distance as well. Ultimately, your chair needs to be comfortable supervising your dissertation study at a distance and the Institutional Review Board (IRB) approving studies with human subjects needs to be willing to approve this study with the understanding that faculty supervision would be at a distance. For instance, the IRB may not approve a study involving an intensive intervention, where it would be impossible for a faculty member being at a distance to supervise the research process. Students need to consider dissertation studies, where faculty supervision at a distance is appropriate.

Dissertation Proposal

Once the student and the chair have agreed upon a dissertation topic, the student should begin to write the dissertation proposal. The dissertation proposal is the first three chapters of the dissertation study. This document is written in future tense that is as it is what the student proposes to do for the dissertation. After the dissertation is completed in its entirety, the student will then need to change the tense of the proposal accordingly. In Chapter 1, the student will write an introduction to the dissertation study. In Chapter 2, the student will provide a complete review of the literature related to the dissertation topic. In Chapter 3, the student will provide the methodology that will be utilized for the proposed study. The student will need to follow all formatting guidelines per the Graduate School requirements. Students must adhere to the most recent edition of APA style. The student and the chair will determine the process for developing the dissertation proposal. The chair may request one chapter at a time, a complete draft of the dissertation proposal, or some other approach. Students should discuss this with their chair before proceeding.

Once the chair and the student have agreed upon a draft of the proposal, the student will provide this agreed-upon draft to all committee members. The student will also ask committee member members for their availability in the next two to three weeks to meet online via videoconferencing to discuss the dissertation proposal. According to the Graduate Catalog, "the written dissertation proposal must be provided to members of the committee at least 10 working days prior to the proposal meeting." The student should not under any circumstances send a draft of a proposal or ask the committee members to meet to discuss your proposal without the chair and the student agreeing on this step. When meeting with the committee via videoconferencing, the student will give a 30- to 45-minute slide presentation summarizing the dissertation proposal. After the presentation, the committee members will ask questions regarding the proposal. The student should take the feedback constructively and be prepared to have revisions requested by the committee members.

After the presentation and discussion have ended on the proposal, the committee members will meet without the student present. The committee members will discuss whether the student has passed, passed with revisions, or failed. Students who fail at the dissertation proposal stage will need to write a new proposal or discontinue in the

program. Once students have passed the dissertation proposal stage, they are permitted to carry out their dissertation study pending any IRB approval needed. Students may not submit the dissertation study to the IRB before passing the proposal stage.

Dissertation Formatting

The dissertation study will follow *APA Publication Manual* for the reporting of references and statistics unless otherwise specified by the Graduate School. The most recent edition of the manual should be used. The Graduate School provides a manual to guide students on the preparation and formatting of the dissertation study, which can be found here on their website.

IRB approval

The student will work with the chair to obtain Institutional Review Board (IRB) approval for the dissertation study, if human subjects will be involved. The purpose of the University of Alabama's IRB is to ensure the safe and ethical treatment of humans as subjects in research, public service, and training programs. In accordance with federal and university regulations, it is required that the IRB review all research involving human subjects conducted at or sponsored by the University of Alabama regardless of the funding source. The University of Alabama's IRB has a moral duty and obligation to protect human subjects prior to the commencement of any research study and to discontinue any protocol upon notification of irregular activity warranting such action.

The time it takes to obtain IRB approval varies considerably by the study submitted. Students may not start the recruitment nor collection of any human subjects data before IRB approval. Please note that archival data requires IRB approval, though typically exempt, unless specified otherwise. After the student has obtained IRB approval, the collection of human subjects data may begin. Students should retain a copy of the IRB approval once received.

Appointment of Doctoral Dissertation Committee

As indicated in the Graduate Catalog, the graduate dean's approval of the proposed dissertation committee is required. This approval is expected to be obtained before significant progress is made on the dissertation—typically just before or just after the dissertation proposal meeting.

Dissertation Defense

After completing dissertation study as proposed at the proposal meeting, the student will write the final two chapters of the dissertation. Chapter 4 contains the results of the dissertation study while Chapter 5 contains a discussion of the dissertation study. Again, the student and the chair will work together to develop an agreed upon draft of the entire dissertation study. Once the student and the chair are both satisfied with the draft of the entire dissertation study, then the student may contact the committee members and inform and ask their availability to set a date to defend the dissertation as well as provide the agreed upon draft. Again, the student will ask committee member for their availability in the next two to three weeks to meet online via zoom to discuss the dissertation and provide the defense. Per the Graduate Catalog, at least 10 working days is required. According to the Graduate Catalog, virtual participation is permitted for online programs and specifically states:

For online and hybrid programs that handle oral examinations in an online setting, all committee members as well as the student may participate virtually in the oral examination. However, these programs must fully adhere to the guidelines outlined in the Technical Requirements section above for any oral examination involving the entire committee.

In scheduling the dissertation defense, students should be mindful of Graduate School deadlines. The student will present a 45 minute to

one hour long presentation summarizing the entire dissertation. Given Chapters 1 through 3 have already been presented at the proposal meeting, the student should focus the dissertation defense presentation more on Chapters 4 and 5. After the student presents, the committee members will ask questions. Students should respond as best as they can and take the feedback constructively. Revisions to some degree are typical but should be much less than the revisions requested during the proposal stage. The dissertation document should reflect a close to final piece of work.

According to the Graduate Catalog, at least 10 working days before defending the dissertation, **the student** must arrange to send an abstract of the dissertation to all faculty in the College of Education along with an invitation to attend the defense that indicates time and place of the defense. The chair will help with this, but the student should prompt him or her to ensure at least 10 working days.

According to the Graduate Catalog, it is the responsibility of the student to submit to the Office of the Graduate School, six weeks prior to graduation, two copies of the dissertation and the abstract in the final, approved form. Further changes or corrections might be suggested by the Graduate School at this time, and these must be completed or reconciled before graduation.

Students will be required to submit their dissertation document via Blackboard to check the originality of their document via iThenticate, TurnItIn, or similar service provided. The chair will evaluate the results accordingly.

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence information (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

As an online program, departmental funding for EDD students is rare. If an EDD student is funded, this funding will be contingent upon an academic year-to-year basis as PhD students have preference for funding. Funding will typically to be discontinued or not renewed on an academic year-to-year basis.

Special Education, Ed.S.

Special education graduate programs are designed to help bring improvements to the educational services offered to exceptional children. Courses of study leading to the Educational Specialist (EdS) degree and Class AA professional educator certification in the education of exceptional children are listed below:

Traditional Class AA programs are available in

- collaborative education
- early childhood special education
- gifted and talented

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must:

- have earned a master’s degree with appropriate prerequisite Class A certification
- hold valid master’s level certification in a teaching field
- submit three recommendations (applicants to a College of Education program that leads to professional certification must submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant’s academic and professional capabilities.)

Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Early Childhood Special Education Concentration

This course listing applies to candidates having appropriate prior certification who begin this program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C. Credits used for the previous Class A support certificate may not be used for this program.

Candidates admitted to the Class AA program without prior Class A certification in early childhood special education must take the following courses in addition to the coursework below: SPE 576 (or its equivalent), SPE 571, SPE 578, SPE 594, and SPE 579. Up to three semester hours of the prerequisite work may be used to meet the elective requirements in this program.

Code and Title		Hours
Core Courses		
BER 540	Statistical Methods In Educ (or another advisor-approved, graduate-level BER course)	3
SPE 606	Topical Seminar In Spe	3
SPE 613	Consult Proc Spe Progs	3
SPE 617	SPE Leadership	3
Credit Hours Subtotal:		12
Concentration Courses		
SPE 616	Adv. Professional Development	3
SPE 621	Issues in Education: Early	3

SPE 622	Adv. Curr. Workshop:Early	3
Credit Hours Subtotal:		9

Other Coursework

Choose 3 hours from the ALSDE-approved courses listed below: 3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 510	Phil Hist Socl Founds Ed	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 585	Language Politics & Education	
BEF 607	Readings In Soc Of Ed	
BEF 650	Theories of Race and Education	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	
BCE 611	Multicult. Approach Counseling	
BCE 621	Adv Multicultural Counseling	

BER course (graduate-level, advisor approved) 3

BER course (graduate-level, advisor approved) 3

Adviser Approved Elective 3

Credit Hours Subtotal: 12

SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program. 0-3

Total Hours 33-36**Collaborative Special Education Concentration**

This course listing applies to candidates having appropriate prior certification who begin this program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C. Credits used for the previous Class A support certificate may not be used for this program.

Candidates admitted to the Class AA program without prior Class A certification in collaborative or an approved area of special education must take the following courses in addition to the coursework below: SPE 590, SPE 591 or SPE 592, SPE 594, SPE 501 (or the equivalent), and SPE 596. Up to three semester hours of the prerequisite work may be used to meet the elective requirements in this program.

Code and Title **Hours****Core Courses**

BER 540	Statistical Methods In Educ (or another advisor-approved, graduate-level BER course)	3
SPE 606	Topical Seminar In Spe	3
SPE 613	Consult Proc Spe Progs	3
SPE 617	SPE Leadership	3
Credit Hours Subtotal:		12

Concentration Courses

SPE 616	Adv. Professional Development	3
SPE 623	Issues in Collab	3
SPE 624	Adv. Curr. Workshop: Collab.	3
Credit Hours Subtotal:		9

Other Coursework

Select 3 hours from the ALSDE-approved courses below: 3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	

BEF 510	Phil Hist Socl Founds Ed	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 585	Language Politics & Education	
BEF 607	Readings In Soc Of Ed	
BEF 650	Theories of Race and Education	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	
BCE 611	Multicult. Approach Counseling	
BCE 621	Adv Multicultural Counseling	

BER course (graduate-level, advisor approved) 3

BER course (graduate-level, advisor approved) 3

Adviser Approved Elective 3

Credit Hours Subtotal: 12

SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program. 0-3

Total Hours 33-36**Gifted Education Concentration**

This course listing applies to candidates having appropriate prior certification who begin this program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. Candidates must present a GPA of at least 3.50 on all courses in the program, with no grade below a C. Credits used for the previous Class A support certificate may not be used for this program.

Candidates admitted to the Class AA program without prior Class A certification in Gifted must take the following courses in addition to the coursework below: SPE 581, SPE 582, SPE 583, SPE 501 (or its equivalent), and SPE 589. Up to three semester hours of the prerequisite work may be used to meet the elective requirements in this program.

Program Courses **Hours****Core Courses**

BER 540	Statistical Methods In Educ (or another advisor-approved, graduate-level BER course)	3
SPE 606	Topical Seminar In Spe	3
SPE 613	Consult Proc Spe Progs	3
SPE 617	SPE Leadership	3

Credit Hours Subtotal: 12

Concentration Courses

SPE 612	Readg Research In Spe	6
SPE 681	Issues In Gifted Educ	3
SPE 682	Adv Curr Workshop Gift Educatio	6

Credit Hours Subtotal: 15

Other Coursework

Select 3 hours from the ALSDE-approved courses below: 3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 510	Phil Hist Socl Founds Ed	
BEF 585	Language Politics & Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Theories of Race and Education	
BEF 667	Multicult Soc Ed Leadershp	

BEF 681	Ethics And Education	
BCE 611	Multicult. Approach Counseling	
BCE 621	Adv Multicultural Counseling	
BER course (graduate-level, advisor approved)		3
SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program.		0-3
Total Hours		33-36

Transfer Credit

Graduate School information on Transfer Credit (p. 18).

Comprehensive Exam

Students complete a comprehensive examination during their last semester of coursework. Dates for comprehensive examinations are announced at the beginning of each semester. Student must be registered for at least one hour in order to take the comprehensive per Graduate School policy. The department will provide the comprehensive examination question/assignment in view of each student's course of study. Comprehensive examination responses are subject to evaluation for plagiarism and other forms of academic dishonesty as outlined in the code of student conduct.

Graduate School information on Comprehensive Exams (p. 18).

Fieldwork/Practicum/Internship Requirements

Students enrolled in College of Education courses that require a clinical placement should obtain professional liability insurance. Professional liability insurance may be purchased through an independent insurer or is available to students who are members of the Student Alabama Education Association (SAEA).

Admission to Candidacy

Students apply for admission to candidacy when they enroll in their last semester of coursework. Admission to candidacy entails completion of the following conditions: (a) the removal of any deficiencies imposed by the department or college, (b) the filing of a formal Plan of Study, and (c) the certification of the major department that the student is well qualified to continue work toward the degree.

Graduate School information on Admission to Candidacy (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 18).

Additional Academic Requirements

Electronic Learning Management System Requirement

A designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 18).

Certification

The Alabama State Department of Education grants Class AA professional educator certification in special education (collaborative, early childhood special education, or gifted). To be eligible, students must hold appropriate prerequisite Class A certification and must complete all requirements for the EDS degree in the chosen program as described in this catalog, including *Praxis* subject assessment(s) (if applicable).

To be awarded Alabama Class AA Special Education certification, students must:

- earn a passing score on a comprehensive assessment covering the content of the program,
- maintain a GPA of at least 3.5 (effective July 1, 2017) on all courses with no grade below a C,
- hold a valid, appropriate, prerequisite Alabama certificate, and
- complete the State Department of Education certification application forms

Students must complete the proper application form for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall at least one semester in advance of graduation. A student who does not apply for professional certification within 60 months after completing the state-approved program will be required to meet the current program. Students who plan to seek employment in other states must secure the proper professional licensure application forms from those states' departments of education.

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Board of Education. The state requirements change from time to time and, accordingly, the department's requirements and programs are subject to change.

The associate dean for student services in the College of Education has been designated the teacher certification officer for the University. Students who need information about or assistance with certification should consult the associate dean for student services.

Special Education, M.A.

Special education graduate programs are designed to bring improvements to the educational services accorded to exceptional children. Courses of study leading to the Master of Arts (MA) degree and Class A professional educator certification in the education of exceptional children are listed below:

Class A certification programs are available in

- collaborative education
- early childhood special education
- gifted
- severe disabilities

Additionally, an Overseas master's degree program in Special Education is available to overseas students. The Overseas Program does not lead to professional licensure or certification. There is also a concentration in Autism, which also does not lead to professional licensure or certification.

While the Graduate Catalog is published annually, program checklists for state-approved certification programs may be updated more frequently and are thus likely to provide the most up-to-date information about requirements. Students should refer to the appropriate program checklists for their teaching fields and consult their advisors before registering each semester.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must be aware of the admission requirements established by the Alabama State Department of Education.

See the Admission Criteria section of this catalog for more information.

Admission Requirements for Traditional Class A Certification Programs

For admission to traditional Class A programs of study in collaborative education, early childhood special education, or gifted and talented education, the appropriate prior certification must be held in a teaching field.

For admission to the Class A program of study in severe disabilities, the appropriate prior certification must be held in an appropriate area of special education.

Three recommendations are required. (Applicants to a College of Education program that leads to professional certification must submit references from current and former professors and/or supervisory personnel knowledgeable of the applicant's academic and professional capabilities.)

Applicants must also meet the fingerprinting requirement (p. 525) for background clearance.

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

Admission Requirements for the Autism Concentration (non-certification) and the Overseas Program for Special Education, MA (non-certification)

In addition to the minimum Graduate School admission requirements, three recommendations are required.

Curricular Requirements

Core Courses		Hours
SPE 500	Intro Exc Childr/Youth	3
SPE 501 or SPE 576	Diag Assess Except Chld Youth Assessment Young Childrn	3
SPE 502 or SPE 581	Adv Behav Mgt Spec Educt Psy Gift Tal Chld Yth	3
Total Hours		9

Overseas Program for Special Education, MA (non-certification)

This is a non-certification program offered only to overseas students. Completion of this program does not lead to professional educator licensure or certification.

A minimum of 30 hours of course credit must be earned, and a comprehensive exam must be successfully completed. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C.

Code and Title		Hours
Group I Special Education Courses		
AREA 1. Required Courses. Students select either SPE 500 or SPE 571.		3
SPE 500 or Intro Exc Childr/Youth		
SPE 571 Educ Yng Child W/Disabl		
AREA 2. Program Specifics		
SPE 501	Diag Assess Except Chld Youth	3
SPE 502	Adv Behav Mgt Spec Educt	3
SPE 503	Masters Seminar In Spe	3
SPE 506	Working W/Families	3
SPE 514	Teach Consult Model Spe	3
AREA 3. Educational Research		
BER 500	Intro Educatn Research	3
Credit Hours Subtotal:		21
Group II: Electives		
Students select THREE courses from the list below. Students may also choose courses not taken from the Group I list above or courses specifically approved by the Office of International Programs.		9
BCE 514	Counseling Skills	
BCE 542	Med Aspects	
BEF 534	Multicultural Education	
BER 550	Eval Classroom Learning	
CIE 577	Second Language Acquisition	
CIE 579	Tch English For Lang Prog/Pol	
CRD 510	Expanding Reading	
CRD 511	Begin Rding Pre-K-Prim Grades	
CRD 512	Impr Read Second Schools	
Total Hours		30

Autism (non-certification)

This is a non-certification program. Completion of this program does not lead to professional educator licensure or certification.

A minimum of 33 hours of course credit must be earned, and a comprehensive exam must be successfully completed. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C.

Code and Title		Hours
Core Courses		
SPE 500	Intro Exc Childr/Youth	3
SPE 501	Diag Assess Except Chld Youth	3
SPE 502	Adv Behav Mgt Spec Educt	3

		Credit Hours Subtotal:	9
Concentration Courses			
SPE 531	Intro to ASD		3
SPE 532	EBP for Ind ASD		3
SPE 533	Assessing Behavior Change		3
SPE 588	Autism Practicum		3
		Credit Hours Subtotal:	12
Other Coursework			
Select 3 credits of BEF or BEP coursework from the following or contact advisor for additional approved courses:			3
BEF 503 or History Of Amer Educn			
BEF 507 Sociology Of Education			
or			
BEF 534 Multicultural Education			
or			
BEF 575 Found Educn Through Film			
or			
BEF 607 Readings In Soc Of Ed			
or			
BEF 639 Educ Theory And Policy			
or			
BEP 500 Adv Educational Psych			
or			
BEP 505 Motivation and Self-Regulation			
or			
BEP 541 Learning and Cognition			
or			
BEP 550 Life Span Development			
or			
BEP 565 Personality & Social Dev			
or			
BEP 570 Found. of Ed. Neuroscience			
or			
BEP 600 Contemp Educ Psych Prob			
or			
BEP 601 Family, Sch., Community Relat.			
CAT 531	Computer Based Instruction		3
SPE 504	Intro to Assistive Technology		3
SPE 520	Early Language and Literacy		3
		Credit Hours Subtotal:	12
Total Hours			33

Collaborative Special Education (K-6)

This course listing applies to candidates having appropriate prior certification who begin this program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C. Passing scores on the appropriate Praxis subject assessment(s), and any additional assessments (if applicable), are required if changing areas of certification.

Code and Title		Hours
Core Courses		
SPE 500	Intro Exc Childr/Youth	3
SPE 501	Diag Assess Except Chld Youth	3

SPE 502	Adv Behav Mgt Spec Educt	3
		Credit Hours Subtotal: 9
Concentration Courses		
SPE 503	Masters Seminar In Spe	3
SPE 514	Teach Consult Model Spe (Teach Consult Model SPE)	3
SPE 591	Adv Academc Methods Elem (Adv Academic Methods Elem)	3
SPE 596	Collaborative Practicum	3
		Credit Hours Subtotal: 12
Other Coursework		
Select 3 hours of BEF coursework from the following or contact advisor for additional approved courses.		3
BEF 503 or History Of Amer Educn		
BEF 507 Sociology Of Education		
or		
BEF 510 Phil Hist Socl Founds Ed		
or		
BEF 534 Multicultural Education		
or		
BEF 575 Found Educn Through Film		
or		
BEF 585 Language Politics & Education		
or		
BEF 607 Readings In Soc Of Ed		
or		
BEF 650 Theories of Race and Education		
or		
BEF 667 Multicult Soc Ed Leadershp		
or		
BEF 681 Ethics And Education		
CAT 531	Computer Based Instruction	3
SPE 590	Intro Mild Disabilities (Intro to Mild Disabilities)	3
SPE 593	Intro Severe/Profound Disabili	3
SPE 594	Methods Severe Disability	3
Select ONE of the following Courses:		3
SPE 583	Creative Prob Solving	
CRD 510	Expanding Reading	
CRD 511	Begin Rding Pre-K-Prim Grades	
CEE 580	Concepts of EC/ELE School Math	
CEE 581	Early Child/Elem Math Curr Res	
		Credit Hours Subtotal: 18
Total Hours		39

Collaborative Special Education (6-12)

This course listing applies to candidates having appropriate prior certification who begin this program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C. Passing scores on the appropriate Praxis subject assessment(s) are required if changing areas of certification.

Code and Title		Hours
Core Courses		
SPE 500	Intro Exc Childr/Youth	3

SPE 501	Diag Assess Except Chld Youth	3
SPE 502	Adv Behav Mgt Spec Educt	3
Credit Hours Subtotal:		9

Concentration Courses

SPE 503	Masters Seminar In Spe	3
SPE 514	Teach Consult Model Spe (Teach Consult Model SPE)	3
SPE 592	Adv Academic Methods Sec	3
SPE 596	Collaborative Practicum	3
Credit Hours Subtotal:		12

Other Coursework

Select 3 credits of BEF coursework from the following or contact advisor for additional approved courses. 3

BEF 503 or History Of Amer Educn
 BEF 507 Sociology Of Education
 or
 BEF 510 Phil Hist Socl Found Ed
 or
 BEF 534 Multicultural Education
 or
 BEF 575 Found Educn Through Film
 or
 BEF 585 Language Politics & Education
 or
 BEF 607 Readings In Soc Of Ed
 or
 BEF 650 Theories of Race and Education
 or
 BEF 667 Multicult Soc Ed Leadershp
 or
 BEF 681 Ethics And Education

CAT 531	Computer Based Instruction	3
SPE 590	Intro Mild Disabilities (Intro to Mild Disabilities)	3
SPE 593	Intro Severe/Profound Disabili	3
SPE 594	Methods Severe Disability	3
SPE 597	Transition In Special Ed	3
Credit Hours Subtotal:		18

Total Hours 39

Early Childhood Special Education

This course listing applies to candidates having appropriate prior certification who begin this program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C. Passing scores on the appropriate Praxis subject assessment(s), and any additional assessments (if applicable), are required if changing areas of certification.

Code and Title	Hours
Core Courses	
SPE 500	Intro Exc Childr/Youth 3
SPE 576	Assessment Young Childrn 3
SPE 502	Adv Behav Mgt Spec Educt 3
Credit Hours Subtotal: 9	

Concentration Courses

SPE 571	Educ Yng Child W/Disabl	3
SPE 578	Meth Tch Yng Child W/Dis	3
SPE 575	ECSE Practicum	6
Credit Hours Subtotal:		12

Other Coursework

SPE 572	Early Childhood Development	3
BER 550	Eval Classroom Learning (required if an evaluation course was not part of the undergraduate program or another graduate program)	3
CAT 531	Computer Based Instruction	3
Select 3 credits of BEF coursework from the following or contact advisor for additional approved courses:		3

BEF 503 or History Of Amer Educn
 BEF 507 Sociology Of Education
 or
 BEF 510 Phil Hist Socl Found Ed
 or
 BEF 534 Multicultural Education
 or
 BEF 575 Found Educn Through Film
 or
 BEF 585 Language Politics & Education
 or
 BEF 607 Readings In Soc Of Ed
 or
 BEF 650 Theories of Race and Education
 or
 BEF 667 Multicult Soc Ed Leadershp
 or
 BEF 681 Ethics And Education

Choose 3 hours from the following courses or an advisor-approved elective. 3

CRD 511 or Begin Rding Pre-K-Prim Grades
 CEE 580 Concepts of EC/ELE School Math
 or
 CEE 581 Early Child/Elem Math Curr Res
 or
 INTE 532 Instructional Tech Design
 or
 INTE 533 Online Teaching and Learning

Total Hours 36

Gifted Education

This course listing applies to candidates having appropriate prior certification who begin this program June 13, 2024. Candidates earning graduate credit prior to this date may elect to utilize this program. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C. Passing scores on the appropriate Praxis subject assessment are required.

Code and Title	Hours
Core Courses	
SPE 500	Intro Exc Childr/Youth 3
SPE 501	Diag Assess Except Chld Youth 3
SPE 581	Psy Gift Tal Chld Yth 3
Credit Hours Subtotal: 9	

Concentration Courses		
SPE 582	Teach Gifted And Taltd	3
SPE 583	Creative Prob Solving	3
SPE 584	Spec Populatn Gift Educ	3
SPE 589	Internship Gift/Talent	6
(Two 3-hour internships are required or 3 hours may be approved from a previous Class A certification program.)		
Credit Hours Subtotal:		15

Other Coursework		
BER 500	Intro Educatn Research (or an advisor-approved BER course)	3
SPE 585	Teaching Thinking Skills	3
Advisor Approved Elective		3
Select 3 credits of BEF coursework from the following or contact advisor for additional approved courses.		3
BEF 503 or History Of Amer Educn		
BEF 507 Sociology Of Education		
or		
BEF 510 Phil Hist Socl Founds Ed		
or		
BEF 534 Multicultural Education		
or		
BEF 575 Found Educn Through Film		
or		
BEF 585 Language Politics & Education		
or		
BEF 607 Readings In Soc Of Ed		
or		
BEF 650 Theories of Race and Education		
or		
BEF 667 Multicult Soc Ed Leadershp		
or		
BEF 681 Ethics And Education		
Credit Hours Subtotal:		12
Total Hours		36

Severe Disabilities

This course listing applies to candidates having appropriate prior certification who begin this program June 13, 2024, and thereafter. Candidates earning graduate credit prior to this date may elect to utilize this program. Candidates must present a GPA of at least 3.25 on all courses in the program, with no grade below a C.

Code and Title		Hours
Core Courses		
SPE 500	Intro Exc Childr/Youth	3
SPE 501	Diag Assess Except Chld Youth	3
SPE 502	Adv Behav Mgt Spec Educt (Or SPE 581)	3
Credit Hours Subtotal:		9
Concentration Courses		
SPE 593	Intro Severe/Profound Disabili	3
SPE 594	Methods Severe Disabilty	3
SPE 597	Transition In Special Ed	3
SPE 595	Severe Practicum	3
Credit Hours Subtotal:		12

Other Coursework		
SPE 506	Working W/Families	3
SPE 514	Teach Consult Model Spe	3
CAT 531	Computer Based Instruction	3
Advisor Approved Elective		3
Advisor Approved Elective		3
Credit Hours Subtotal:		15
Total Hours		36

Transfer Credit

For Traditional Class A programs, credits used for previous Class B certification(s) may not be used for the Class A program.

Graduate School information on Transfer Credit (p.).

Comprehensive Exam

Students complete a comprehensive examination during their last semester of coursework. Dates for comprehensive examinations are announced at the beginning of each semester. Students must be registered for at least one hour in order to take comprehensive examinations per graduate school policy. Comprehensive examination responses are subject to evaluation for plagiarism and other forms of academic dishonesty as outlined in the code of student conduct.

Graduate School information on Comprehensive Exams (p.).

Fieldwork/Practicum/Internship Requirements

Clinical Placements

All Class A programs require extensive field experiences in diverse settings. The majority of field experiences must occur in P-12 schools, and at least half of the field experiences shall be in the candidate's teaching field.

Professional Liability

Students enrolled in College of Education courses that require a clinical placement should have professional liability insurance. Professional liability insurance may be purchased through an independent insurer or is available to students who are members of the Student Alabama Education Association (SAEA).

Time Limit for Degree Completion

Graduate School information on Time Limits (p.).

Additional Academic Requirements

Electronic Learning Management System Requirement

A designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

As required for traditional Class A certification, students must earn a GPA of at least 3.25 on all courses in the program, with no grade below a C.

A student completing requirements for a master's degree during a semester or summer session who does not need a full class load to meet those requirements may, with approval of the advisor and department head, register for additional courses toward a Class AA professional educator certificate, not to exceed the maximum prescribed class load.

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p.).

Certification

The Alabama State Department of Education grants Class A professional educator certification in special education (collaborative, K-6; collaborative, 6-12; early childhood special education, P-3; gifted, P-12; or severe disabilities, P-12). The Associate Dean for Student Services in the College of Education has been designated as the teacher certification officer for The University. Students who need information about or assistance with certification should consult the associate dean for student services.

To be eligible for Class A certification, candidates must hold appropriate prerequisite certification and must successfully complete all requirements for the MA degree in the chosen program as described in this catalog, including a comprehensive assessment, state assessments (if applicable), and *Praxis* subject assessment(s) (if applicable). It is important to remember that the awarding of a master's or higher degree does not necessarily imply that the student is eligible for Class A certification.

To be awarded Alabama Class A certification, students must:

- maintain a GPA of at least 3.25 on all courses with no grade below a C,
- receive a passing score on a comprehensive assessment covering the content of the curriculum (MA seeking candidates only),
- earn a passing score on the required *Praxis* subject assessment(s), if applicable
- earn a passing score on Foundations of Reading 190, if applicable.

Students must complete the proper application form(s) for Alabama certification. Forms are available online through the Alabama State Department of Education. Applications should be submitted to Student Services in 104 Carmichael Hall during the student's last semester. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months of the program completion date. A student who does not apply for professional licensure within 60 months after completing the state-approved program will be required to meet the current program. The Class A certificate is valid for five years and may be renewed according to regulations of the Alabama State Department of Education. Individuals

are responsible for meeting renewal requirements and submitting the application for renewal.

Students who plan to teach in other states must secure the proper professional licensure application forms from those states' departments of education. Students planning to teach outside the state of Alabama are held personally responsible for knowledge of professional licensure requirements in those states.

According to Alabama regulations, individuals admitted to a Class A program based on a professional educator certificate from another state must earn the prerequisite Alabama certification before applying for Alabama Class A (master's level) certification.

The certification programs of the department have been designed to fulfill current requirements of the Alabama State Department of Education. The state requirements change from time to time and, accordingly, the department's requirements and programs are subject to change.

Special Education, Ph.D.

The Ph.D. program in the Department of Special Education (SPED) is a noncategorical terminal degree, suiting the interests of the student and the expertise of the faculty. Our philosophy is that doctoral students and faculty often learn together; therefore, many interests in the special education field can be accommodated in SPED. The doctoral program prepares researchers and future university faculty in the following subfields of exceptionalities:

- Autism spectrum disorders
- Behavior disorders and prevention
- Early childhood special education/early intervention
- Gifted and talented/creativity/twice-exceptionality
- High incidence disability
- Learning disabilities
- Severe disabilities
- Transition

The Ph.D. degree in special education requires more extensive contact with and immersion in the university culture than does the online Doctor of Education (Ed.D.) degree (e.g., 18 coursework hours and 24 hours of dissertation research; residency requirement, extensive interaction, dialogue, and work with faculty on research projects; and expectations that students disseminate their research at conferences or in publications). The Ph.D. program emphasizes the development of theoretical thinking and knowledge development in the field of special education through the development of strong research skills. Ideal graduates are those who cannot only provide a detailed critique of existing research in their areas of expertise but also contribute to the research knowledge. Prospective applicants should pay attention to the distinctions between the Ph.D. and Ed.D. degrees. It is important to note that students cannot switch between the Ed.D. and Ph.D. programs after admission.

Admissions

Doctoral students are admitted throughout the year, to start in the Fall, Spring, or Summer. Applicants can begin the process at any time. Funding opportunities are available upon admission by application.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission, an application must include the following:

- A recent (within the last five years) GRE score of 300 (verbal + quantitative) or higher.
- A master's degree in special education (or a related area) that has been awarded prior to initial enrollment in our PhD program.
- Three years of appropriate experience (defined as three years of work in agencies serving children and youth, one year of which must have been spent in direct, full-time interaction with exceptional children).
- A demonstrated commitment to a scholarly career in special education.
- A successful interview with faculty members.

Other application requirements include the following:

- Three letters of professional and academic **reference** (as described in and as part of the Graduate School Application Process).
- A convincing, written rationale as to why they wish to pursue this degree, how its focus/purposes are consistent with their career goals, and how they plan to meet the on-campus residency requirement. This **purpose statement** must address the following: (1) the student's rationale for applying for the Ph.D.; (2) a statement regarding career and professional goals; and (3) a statement of how the student's rationale and career goals are consistent with the purpose of the Ph.D. degree as articulated by the Department and Program.
- To assess an applicant's writing ability, an academic or professional **writing sample** (authored within the last year) is required. Examples include a professional article, a paper written for a class assignment, or a professional blog entry.
- A **curriculum vitae** is required.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

A minimum of 66 semester credit hours beyond the master's degree is required for completion of the Ph.D. program, but highly recommended additional research courses would extend the hours. These 66 hours consist of the following courses: 24 hours of special education courses; 12 hours of educational foundations courses; 12 hours of research courses; and 18 dissertation hours.

Code and Title	Hours
Educational Foundations courses	12
Select from the following courses:	
BCE 513 Career Development	
BCE 522 Indiv & Group Appraisal	
BCE 653 Intro Play Therapy	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 577 Readings Critical Sociology Ed	
BEF 607 Readings In Soc Of Ed	
BEF 639 Educ Theory And Policy	
BEF 644 Phil Science Rel Ed Res	
BEF 667 Multicult Soc Ed Leadership	
BEP 505 Motivation and Self-Regulation	
BEP 550 Life Span Development	
BEP 500 Adv Educational Psych	
BEP 561 Social Cult Basis Behav	
CAT 531 Computer Based Instruction	
or an advisor-approved foundations course	
Educational Research courses	12

Select from the following courses:		
BER 540	Statistical Methods In Educ	
BER 555	Measure & Eval: Social & Behav	
BER 558	Psychometric Theory	
BER 600	Survey of Educational Research	
BER 631	Inqry As Interp: Qual I	
BER 660	Eval I:Theory & Practice	
or an advisor-approved BER course		
Special Education courses (24 hours)		
SPE 600	Doctoral Seminar Spe (usually taken in the first semester)	3
SPE 601	Sem Col Teachg In Spe	3
SPE 612	Readg Research In Spe (Pre-Dissertation Study; e.g., pilot study; practice data collection; IRB submission)	3
SPE 630	Pro Sem A	3
SPE 631	Pro Sem B	3
SPE 632	Grant Writing	3
The remaining Special Education coursework may come from the following SPE courses or other courses on campus closely linked to special education.		6
SPE 606	Topical Seminar In Spe (Behavior Management)	
SPE 606	Topical Seminar In Spe (Special Topics)	
SPE 609	Practicum In Spe (teaching a course, with faculty guidance, or other field experience; can be taken more than once)	
SPE 611	Ind Study In Spe (may be taken up to four times)	
SPE 616	Adv. Professional Development (deliver PD, with faculty guidance, such as training early intervention or special education personnel in practices and models)	
SPE 617	SPE Leadership	
SPE 621, SPE 623, or SPE 681: Issues in Exceptionality for ECSE, collaborative/non-categorical, gifted		
SPE 622, SPE 624, or SPE 682: Advanced Curriculum Workshop for ECSE, collaborative/non-categorical, gifted		
Dissertation Research		18
SPE 699	Dissertation Research	
Total Hours		66

Most of the doctoral seminars are taught every 2 years, to ensure sufficient enrollment.

Transfer Credit

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study

Graduate School information on the Doctoral Plan of Study c (p. 21)an be found here (p. 21).

Comprehensive Exams

A comprehensive exam designed to assess the breadth and depth of a student's knowledge and skills is administered twice each academic year.

Graduate School information on Comprehensive Exams (p. 21).

Admission to Candidacy Requirements

Admission to candidacy requires: 1) the completion of all required coursework outside of dissertation hours (SPE 699) with a GPA of at least 3.00 and 2) successfully passing comprehensive examinations. Once a student has met the requirements for admission to candidacy for a doctoral degree, doctoral students must pursue completion of the dissertation without interruption by enrolling each semester for at least 3 hours of dissertation research.

Graduate School information on Admission to Candidacy (p. 21).

Continuous Doctoral Research Hours Registration

Graduate School information on Continuous Doctoral Research Hours Registration (p. 21).

Dissertation Requirements

Graduate School information on Dissertation Requirements (p. 21).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 21).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School Information on Withdrawals and Leave of Absence information (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

Acquisition of Financial Support:

All students in good standing in the Special Education PhD program may apply to be supported by a graduate research assistantship (GRA) funded through their department, a graduate teaching assistantship (GTA) funded by the Department, or a fellowship or training grant (when available). Non-conditional admitted students will have priority over those with conditional admissions. Both GRA and GTA types of assistantships provide an equivalent stipend and benefits along with paid tuition and fees. Fellowships and training grants will have varying stipend and recruitment packages as are required by the funding agency. Financial support may be available through the first four years in the program for PhD students who meet performance expectations and who do not meet any Conditions for Termination of Financial Support (see below). Students will be informed of impending financial support termination at least one semester prior to the support termination date except in

the special cases noted under Conditions for Termination of Financial Support.

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in the Special Education PhD program.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support
- The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, College of Education, and Department of Special Education
- Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria will be subject to termination of financial support pending Department of Special Education review. Depending upon the severity of the infraction or the extent of non-compliance, the Department Chair and Graduate Director—with input from the Graduate Committee—will recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

- *Dereliction of duty.* Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee (for teaching assistants) or the research advisor (for research assistants); or failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee (for teaching assistants) or by the research advisor (for research assistants) and the student's departmental memorandum of appointment.
- *Resolved finding of Academic Misconduct.* Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School.
- *Loss of good academic standing.* Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing—with the non-passing grade exception noted below. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the Graduate Committee. This review will determine whether the student should continue to receive financial support and/or be dismissed from the program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered prior to the end of the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.
- *Delinquent Annual Review.* Students who neglect to complete the required departmental annual review

College of Engineering

Department of Aerospace Engineering and Mechanics (p. 662)

Department of Chemical and Biological Engineering (p. 667)

Department of Civil, Construction and Environmental Engineering
(p. 672)

Department of Computer Science (p. 681)

Department of Electrical and Computer Engineering (p. 685)

Department of Mechanical Engineering (p. 694)

Department of Metallurgical and Materials Engineering (p. 704)

General Engineering Studies Courses

Graduate courses are offered on a regular basis in some departments, as indicated in the course listings. However, all graduate courses are taught only upon sufficient demand.

The College of Engineering requires that a grade of "C" or better be earned in all prerequisite courses.

Additional information is in the Admission Criteria (p. 10) section and the Degree Requirements (p. 15) section of this catalog.

GES courses are interdisciplinary and may be taken to meet individual program requirements.

GES500 Engineering Statistics

Hours 3

Probability and basic statistical concepts. Discrete and continuous distributions; the central limit theorem; sampling distributions; point and interval estimation; hypothesis testing; regression and correlation analysis; analysis of variance.

GES551 Matrix And Vector Analysis

Hours 3

This course provides a graduate level overview of linear algebra and vector analysis. Topics covered include; linear simultaneous equations, eigenvalues and eigenvectors, matrix functions, computer techniques, and transformations, vector calculus, the Laplacian, and integral theorems such as the theorems of Green and Stokes.

GES554 Partial Diff Equations

Hours 3

This course examines the solution of partial differential equations by focusing on three specific equations: (1) the heat equation, (2) the wave equation, and (3) Laplace's equation. Topics covered include: Fourier transforms, Sturm-Liouville problems, classification of partial differential equations, Bessel functions, and numerical methods for solving partial differential equations.

GES555 Nonlinear Partial Differential Equations

Hours 3

An introduction to nonlinear partial differential equations. Exact solutions, approximate solutions, and numerical solutions will all be considered. The course content is supported by numerous applications.

Prerequisite(s): GES 554

Department of Aerospace Engineering and Mechanics

- Majors
 - Aerospace Engineering and Mechanics, MS (p. 663)
 - Aerospace Engineering and Mechanics, PhD (p. 665)

Department Head

- Barkey, Mark E.

James R. Cudworth Chair

- Gogineni, Prasad

William D. Jordan Chair

- Roy, Samit

Undergraduate Programs Coordinator

- Su, Weihua

Graduate Programs Coordinator

- Hubner, James Paul

Mechanics Programs Coordinator

- Barkey, Mark E.

Professors

- Barkey, Mark E.
- Gogineni, Prasad
- Hubner, James Paul
- Lang, Amy W.
- Olcmen, Semih
- Roy, Samit

Associate Professors

- Branam, Richard
- Haque, Anwarul
- Mulani, Sameer B.
- Sharif, Muhammad Ali Rob
- Shen, Jinwei
- Sood, Rohan
- Su, Weihua

Assistant Professors

- Aslangil, Denis
- Hu, Chongze
- Larson, Jordan
- Yuan, Sichen
- Zhao, Pan

Instructors

- Brazeal, Clyde Ellis
- Highsmith, Alton
- Jones, Stanley E.
- Papon, Easir
- Whitaker, Kevin

Adjunct Faculty

- Thompson, Greg

Professors Emeriti

- Baker, John
- Jones, Stanley E.
- Karr, Charles L.

Associate Professor Emeritus

- Whitaker, Kevin

Assessment Coordinator

- Klose, Katherine

Master’s students may, with permission of the department and prior approval by the Graduate School, receive credit for six (6) hours of 400-level credit. The Graduate School Policy on 400-level credit may be found here (p. 7).

AEM500 Intermediate Fluid Mechanics
Hours 3

Development and use of the integral and differential forms of the equations of continuity, momentum, and energy with ideal fluids, viscous fluids and compressible fluids. Advanced topics in fluid mechanics, including potential flow, viscous flow and compressible flow.

AEM508 Propulsion Systems
Hours 3

Basic propulsion dynamics, thermodynamics of fluid flow, combustion kinetics, air-breathing engines, rockets, design criteria, performance, and advanced propulsion systems.

[View All Courses](#)

Aerospace Engineering and Mechanics, MS

The Department of Aerospace Engineering and Mechanics offers a Master of Science in aerospace engineering and mechanics degree via an on-campus program and an off-campus (distance learning) program through the Office of Teaching Innovation and Digital Education. An MSAEM can be earned by coursework only or by a combination of coursework and an approved thesis. Most distance learning students elect to complete the coursework only degree option. On-campus students supported by assistantships are expected to complete an approved thesis.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Three letters of recommendation (only two letters for Accelerated Masters Program applicants)
- GRE (optional)

Aerospace Engineering and Mechanics standards are higher than the graduate school minimums, and all application materials are carefully considered. Meeting minimum graduate school requirements does not guarantee admission into the Aerospace Engineering and Mechanics MSAEM program.

Students applying to the Aerospace Engineering and Mechanics MSAEM program without a bachelor’s degree in aerospace engineering, mechanical engineering or engineering mechanics are required to complete the following coursework from an accredited university (if not already completed) prior to applying:

- Calculus (12 semester credit hours)
- Ordinary Differential Equations
- 12 semester credit hours of calculus-based engineering mechanics - Statics, Dynamics, Mechanics of Materials and Fluid Mechanics.

Students have the opportunity to enroll in the mechanics courses through the Office of Teaching Innovation and Digital Education as a non-degree seeking (NDS) applicant.

The Aerospace Engineering and Mechanics MSAEM distance program is open to US students as well as international students residing in the US with appropriate visas.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The MSAEM degree can be earned by 30 hours of coursework (non-thesis option) or by a combination of 24 hours of coursework, 6 hours of thesis research, and a committee approved thesis that includes an oral defense and written document (thesis option). A 3.0 GPA for coursework is required. Most distance learning students elect to complete the coursework only degree option. On-campus students supported by assistantships are expected to complete an approved thesis.

For both degree options, students must complete two core courses, one from each core designation.

AEM Core Courses		Hours
Mechanics		
AEM 500	Intermediate Fluid Mechanics	3
AEM 546	Intermediate Solid Mechanics	3
AEM 562	Intermediate Dynamics	3
Mathematics		
GES 551	Matrix And Vector Analysis	3
GES 554	Partial Diff Equations	3
AEM 548	Stochastic Mechanics	3

Elective, thesis and culminating experience requirements are outlined in the Thesis and Non-Thesis links. At least 18 hours must be AEM designation. Non-AEM courses must be approved by the Graduate Program Coordinator or the student’s research advisor.

Plan I: Thesis Option Curriculum		Hours
Core Coursework		6
Elective Coursework		18
AEM 599	Thesis Research	6
Total Hours		30
Plan II: Non-Thesis Option Curriculum		Hours
Core Coursework		6
Elective Coursework		24
Total Hours		30

Independent study hours AEM 593/594 counting for elective coursework is limited to 3 hours for Plan I students and 6 hours for Plan II students.

Transfer Credit

Transfer credit requests are evaluated by the Graduate School and the AEM department and follow Graduate School policy.

Accelerated Master's Program

The Accelerated Masters Program (AMP) is designed specifically for outstanding UA students to complete the requirements for both their bachelor’s degree and a master’s degree in aerospace engineering in an accelerated five year period. Both BSAE and BSME students can apply to the MSAEM program via AMP. General eligibility requirements, maximum number of dual-credit hours allowed and information about scholarships and assistantships are location on the Graduate School’s AMP page (p. 7)

In addition to the graduate school's AMP requirements, the AEM department also requires students applying to AMP to

1. Complete prior to admission at least six hours of BSAE or BSME junior-level (300 or higher) core-program courses as listed on the appropriate department's flow chart,
2. Submit a statement of purpose and two letters of recommendation.

Applications are evaluated by the Graduate School and the AEM department. Meeting minimum GPA eligibility requirements does not guarantee admission.

Students interested in AMP and the MSAEM program can contact the AEM Graduate Program Coordinator, Dr. James P. Hubner (phubner@eng.ua.edu), for more information.

Students apply for the program online. Applications are evaluated by the Graduate School and the AEM department. Meeting minimum eligibility requirements does not guarantee admission.

Comprehensive Examination/Capstone

Students pursuing the MSAEM Plan II degree option have the choice of completing one of the following options to satisfy the requirement of a culminating experience:

1. Complete a capstone project and receive faculty advisor approval for the written report detailing the culminating experience: The research project is an in-depth study of a topic that must be approved by the student's research advisor, an AEM faculty member or an approved non-AEM faculty member on the Graduate Faculty in which the student selects based on mutual research interests. The project is not as comprehensive as a thesis. The project must integrate knowledge and concepts from more than one of the program courses. MSAEM Plan II students may, but are not required to, enroll in three hours of AEM 593 or AEM 594 Special Projects and submit the written reports detailing the culminating experience as part of the AEM 593 or AEM 594 course requirements. The approved written report for the culminating experience must be submitted to their advisor providing sufficient time to evaluate and potentially require edits prior to the end of the semester, usually two to three weeks before final exam week.
2. For students currently employed and working in the engineering profession, write a report and receive faculty advisor approval on how knowledge gained from MSAEM coursework has been used and integrated into your work assignments and projects over the past year. The faculty advisor must be an AEM faculty member in which the student selects based on mutual interests. The report is not as comprehensive as a thesis. Examples must integrate specific knowledge, concepts, models, and/or analyses from more than one of the program courses.

The student must complete at least 18 hours prior to starting the culminating experience. For both options, a conference-style technical paper is a good guide.

Plan I: Thesis Option

The MSAEM Thesis option degree requires 24 hours of coursework, 6 hours of thesis research (AEM 599), and an approved thesis. Additional requirements to those outlined under Curricular Requirements include:

- 18 hours of the 30 required must have AEM designation or transferred under AEM designation
- Non AEM electives must be approved by the student's Research Advisor or the Graduate Program Coordinator

- Thesis committee requirements follow Graduate School policy. The thesis committee should be formed at least the semester prior to the thesis defense.
- Thesis submission deadlines, document formatting, and graduating semester enrollment requirements follow the Graduate School calendar and policy.

Plan II: Non-Thesis Option

The MSAEM Non-Thesis option degree requires 30 hours of coursework and the completion of a Capstone Project or Comprehensive Exam. Additional requirements to those outlined under Curricular Requirements include:

- 18 hours of the 30 required must have AEM designation or transferred under AEM designation
- Non AEM electives must be approved by the student's Research Advisor or the Graduate Program Coordinator

Time Limits for Degree Completion Requirements

Graduate School Policy

Student Progress Requirement

Students are expected to progress through their degree program in a timely manner and with consultation with their advisor.

Academic Misconduct Information

Graduate School Policy

Withdrawals and Leave of Absence Information

Graduate School Policy (p. 244)

Academic Grievances Information

Graduate School Information (p. 255)

Grades and Academic Standing

Graduate School Policy (p. 28)

Graduate School Deadlines Information

Graduate School Information

Application for Graduation Information

Graduate School Policy (p. 15)

Assistantships (teaching and research) are offered by the department and faculty to highly-qualified applicants with preference towards those pursuing a PhD. Most assistantships start in the fall and last one academic year with consideration for renewal. A full assistantship provides a competitive stipend, tuition and health benefits. Assistantships usually do not cover fees related to personal items.

Assistantship offers are contingent upon receipt of acceptable results of a pre-employment background report. To maintain assistantship funding, recipients must register for at least the minimum number of graduate hours, remain in good academic standing, competently and timely perform departmental assigned activities, successfully complete our International Teaching Assistant Program (ITAP) within the first academic year if an international student, and continually progress through the degree program. These criteria are evaluated by your assigned research

advisor and the Department Head. Failing to meet or complete any of these criteria can result in the termination of the assistantship but not necessarily dismissal from the program if in good academic standing.

No additional application is necessary to be considered for a departmental assistantship; however, **if seeking an assistantship then it is recommended to submit your application by January 31 or earlier for the ensuing fall semester.** Contacting faculty with similar research interests is encouraged.

Several national, state and university fellowship programs exist, including the University's Graduate Council Fellowship. Students are encouraged to seek these opportunities as well.

For additional information about financial assistance in the AEM graduate programs, contact the Graduate Program Coordinator.

Aerospace Engineering and Mechanics, Ph.D.

Doctor of Philosophy in Aerospace Engineering and Mechanics

The Department of Aerospace Engineering and Mechanics offers a Doctor of Philosophy degree on campus and through an alternative residency (distance learning). In a research-based degree, students are required to propose, complete and defend an approved dissertation on a research topic that contributes to the field of aerospace engineering and/or engineering science and mechanics.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Three letters of recommendation
- GRE (optional)

AEM department standards are higher than the graduate school minimums, and all application materials are carefully considered. Meeting minimum graduate school requirements does not guarantee admission into the PhD program.

Students applying to the PhD program without a bachelor's or master's degree in aerospace engineering, mechanical engineering, or engineering mechanics are required to complete the following coursework from an accredited university (if not already completed) prior to applying:

- Calculus (12 semester credit hours)
- Ordinary Differential Equations
- 12 semester credit hours of calculus-based engineering mechanics - Statics, Dynamics, Mechanics of Materials and Fluid Mechanics.

Students have the opportunity to enroll in the mechanics courses through the Office of Teaching Innovation and Digital Education as a non-degree seeking (NDS) applicant.

The PhD distance program is open to US students as well as international students residing in the US with appropriate visas. For students interested in the distance PhD program, it is highly recommended to contact faculty with similar research interests and arrange an on-campus visit or video conference prior to applying to the program. Gaining faculty interest and support is essential in the application review.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The PhD degree can be earned by completing 42 hours of coursework, 18 hours of dissertation research, and a committee approved dissertation that includes an oral defense and written document. Students must complete and earn a grade of B or higher in two core courses from the table below, one from each core designation: Mechanics and Mathematics. Students must also complete an additional Mathematics course from the table or approved by their Research Advisor or the Associate Department Head-Graduate Programs, completing a total of nine hours of core coursework.

Of the 42 coursework hours, at least 21 must have AEM designation. Elective coursework must be approved by the Research Advisor. A 3.0 GPA for coursework is required.

Independent study hours AEM 593/AEM 594/AEM 693/AEM 694 counting for elective coursework is limited to 6 hours for students with a block transfer or 9 hours for students that transfer 15 or less hours.

Curricular Table	Hours
Mechanics Core: AEM 500, AEM 546 or AEM 562	3
Mathematics Core: GES 551, GES 554 or AEM 548	3
Mathematics Core: Approved by Research Advisor or the ADH-Graduate Programs	3
ENGR 501	3
Elective Coursework	30
AEM 699 Dissertation Research (minimum)	18
Total Hours	60

In their careers, PhD engineers are expected to be thought leaders, mentors, trainers of other developing professionals, and communicators with a variety of audiences. Therefore, in addition to technical training in their discipline, all UA College of Engineering PhD students will have a Mentored Instructional Experience (MIE) that will enhance their abilities in these critical areas of communication, giving and receiving formal feedback, mentoring, and training, as well as deepen their own discipline-specific knowledge through educational support experiences (typically office hours, laboratory instruction, conducting recitations, preparing instructional materials, and guiding in-course design teams of undergraduate students).

All PhD students will receive pedagogical training in these instructional support areas through a pedagogy practicum course: ENGR 501 Engineering Instruction Prep. In addition, each student shall complete a set of instructional experiences during designated semesters (2 semesters at 10 hours/week, 4 semesters at 5 hours/week, or the equivalent) under the guidance of a faculty mentor. This additional instructional practice is a graduation requirement and will be tracked through the departmental office.

Transfer Credit

Transfer credit requests are evaluated by the Graduate School and the AEM department and follow Graduate School policy. The department does support the block transfer option of an appropriate MS degree in aerospace engineering, mechanical engineering, or engineering mechanics that meets Graduate School requirements and is approved by their research advisor and the Associate Department Head - Graduate Programs. An MS block transfer will count for 21 hours of coursework, of which 12 hours will be considered AEM designated. Of the 42 coursework credit hours required by the AEM PhD program, at least 21 must have an AEM or ENGR designation.

Doctoral Plan of Study Requirement

Graduate School Information on the Doctoral Plan of Study can be found here (p. 21).

Qualifying Exam

Students must pass a qualifying exam prior to Candidacy and enrolling in AEM 699 dissertation research. The qualifying exam is to help determine the student's preparedness for the advance knowledge and critical thinking required for independent research, two areas of assessment for the PhD program.

The exam is created and evaluated by a qualifying exam committee. The qualifying exam committee will consist of the student's research advisor and two faculty members selected by the advisor with consideration of input by the student, the student's expected research area, and the student's core curriculum.

Except for study week and finals week, the qualifying exam may be scheduled when the university is in session for fall, spring, or summer and the committee is available. The exam is a take-home assignment based on the student's coursework and research area. The student then presents their results to the committee, followed by a question-and-answer session.

The qualifying exam committee will assess the student's pass or fail performance in context to their preparedness for the advance knowledge and critical thinking required for independent research in their area. Students have two opportunities to pass the qualifying exam; exam attempts must be in different semesters.

Further information about the qualifying exam such as timelines is available by contacting the Associate Department Head - Graduate Programs.

Admission to Candidacy Requirements

Admission to Candidacy is determined by either:

- passing the AEM Department Qualification Exam and completing 75% of their coursework hours

OR

- passing the AEM Department Qualification Exam and passing the Dissertation Proposal

Candidacy should be attained by the third year for on-campus students and at least a year before the dissertation defense. An up-to-date Plan of Study detailing courses completed and transferred is required. Students may start enrolling in AEM 699 once they have attained candidacy.

Continuous Enrollment Policy

Graduate School Policy.

Dissertation Requirements

On-campus students should form their dissertation committee (minimum of five graduate faculty, the majority from AEM and at least one outside the department) and propose their dissertation topic after passing their qualifying exam and nearing the completion of their coursework. The proposal must be submitted eight months prior to the oral dissertation defense.

Dissertation submission deadlines, document formatting, and graduate semester enrollment requirements follow the Graduate School calendar and policy including submitting the Public Notice of a Dissertation

Defense form at least two-weeks prior to the scheduled dissertation date. Department requirements include:

- The defense to occur on campus unless a departmental waiver is approved.
- The publication of at least one research paper related to the subject of the dissertation prior to signing the Committee Acceptance Form of the Electronic Dissertation

Time Limits For Degree Completion Requirements

Graduate School Policy (p. 21)

Student Progress Requirement

Students are expected to progress through their degree program in a timely manner and with consultation with their advisor.

Academic Misconduct Information

Graduate School Policy

Withdrawals and Leave of Absence Information

Graduate School Policy

Academic Grievances Information

Graduate School Information

Grades and Academic Standing

Graduate School Policy (p. 28)

Graduate School Deadlines Information

Graduate School Information

Application for Graduation Information

Graduate School Policy

Assistantships (teaching and research) are offered by the department and faculty to highly-qualified applicants with preference towards those pursuing a PhD. Most assistantships start in the fall and last one academic year with consideration for renewal. A full assistantship provides a competitive stipend, tuition and health benefits. Assistantships usually do not cover fees related to personal items.

Assistantship offers are contingent upon receipt of acceptable results of a pre-employment background report. To maintain assistantship funding, recipients must register for at least the minimum number of graduate hours, remain in good academic standing, competently and timely perform departmental assigned activities, successfully complete our International Teaching Assistant Program (ITAP) within the first academic year if an international student, and continually progress through the degree program. These criteria are evaluated by your assigned research advisor and the Department Head. Failing to meet or complete any of these criteria can result in the termination of the assistantship but not necessarily dismissal from the program if in good academic standing.

No additional application is necessary to be considered for a departmental assistantship; however, **if seeking an assistantship then it is recommended to submit your application by January 31 or earlier for the ensuing fall semester.** Contacting faculty with similar research interests is encouraged.

Several national, state and university fellowship programs exist, including the University's Graduate Council Fellowship. Students are encouraged to seek these opportunities as well.

For additional information about financial assistance in the AEM graduate programs, contact the Graduate Program Coordinator.

Department of Chemical and Biological Engineering

- Majors
 - Chemical Engineering, MS (p. 667)
 - Chemical Engineering, PhD (p. 669)

Department Chair

- Turner, C. Heath

Professors

- Bara, Jason E.
- Gupta, Arunava
- Mumper, Russell J., University of Alabama Vice President
- Turner, C. Heath
- Wiest, John M.

Associate Professors

- Bao, Yuping
- Brazel, Christopher S.
- Huang, Qiang
- Kim, Yonghyun (John)
- Klein, Tonya M.
- Rao, Shreyas S.
- Ritchie, Stephen M. C.

Adjunct Professors

- Flowers, Brian
- Gibson, Daniel
- Jackson, Enrique
- Kumar, Ravi
- Lizarazo-Adarme, Jair A.
- O'Harra, Kathryn
- Rupa, Paul A.
- Street, Shane C.
- Weaver, Mark L.

Assistant Professors

- Sheehan, James
- Esfahani, Milad Rabbani
- Harris, James W.
- Koh, Amanda S.
- Summers, Ryan M.
- Szilvási, Tibor
- Weinman, Steven T.
- Zhao, Chao

Emeritus Professors

- April, Gary
- Arnold, David W.
- Carlson, Eric

- Clements, William
- Lane, Alan
- McKinley, Marvin

Instructor

- Manisali, Ahmet Y.

CHE512 Polymer Materials Engineering

Hours 3

Introduction to the manufacture, processing, and applications of organic polymeric materials. This course covers the chemistry of polymer manufacture, the molecular structures of polymers, and the structure-property relationships for thermoplastic and thermosetting polymers.

CHE514 Computer Methods in Chemical Engineering

Hours 3

A survey of common software, data processing, and statistical analysis tools applied to chemical engineering, science, and general interest topics. This course covers the fundamentals of computer programming (coding) and problem solving for chemical engineering students. Offered primarily in the fall semester.

[View All Courses](#)

Chemical Engineering, MS

Our Master's program offers a streamlined educational experience that bolsters knowledge and professional skills in chemical engineering. The program covers basic subjects important to all chemical engineers, including thermodynamics, transport phenomena, kinetics and applied mathematics, along with coursework tailored to student interest.

All students in the thesis-based track (Plan I) conduct innovative, original research in faculty-run labs. All students in the non-thesis track (Plan II) complete specialized coursework in chemical engineering and a capstone experience.

The Master's degree typically requires one to two years to complete, depending on the intensity of study and whether a thesis is produced.

We welcome students with undergraduate degrees in chemical engineering, as well as in other related STEM fields such as chemistry, biology, and materials science and engineering. Students entering with a degree other than a BS ChemE, however, may require additional coursework, thereby adding time to the degree.

Admissions

Admission is contingent upon recommendation by the graduate faculty of the Department of Chemical and Biological Engineering. Special opportunities are available for students with undergraduate degrees in fields other than chemical engineering.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Master of Science-Thesis Option (Plan I): 30 Credit hours

Candidates for the master's degree under Plan I must earn a minimum of 24 semester hours of credit in coursework and write a thesis (a minimum of six semester hours of thesis research required).

- A minimum of 24 credit hours of coursework is required.
- A minimum of six hours of thesis research is required.

- A student's curriculum and thesis must be approved by the student's graduate advisory committee. The student must pass a final comprehensive examination, which is typically a presentation and defense of the thesis. In addition, the student must satisfy all University requirements defined in the current edition of The University of Alabama Graduate Catalog.

All graduate students in chemical engineering are required to pass the following core graduate courses:

Code and Title	Hours
Required Core Course	
CHE 551 Adv Thermodynamics I	3
CHE 552 Transport Phenomena	3
CHE 553 Computation In Chem Engr	3
CHE 554 Chemical Reaction Engr	3
Elective Courses Options	12
CHE 512 Polymer Materials Engineering	
CHE 514 Computer Methods in ChemE	
CHE 516 Stem Cell Bioengineering	
CHE 518 Tissue Engineering	
CHE 540 Health Safety Chem Process Ind	
CHE 545 Intro to Biochemical Engr	
CHE 591 Special Problems	
CHE 592 Special Problems	
Additional elective course options available upon approval of Advisor	
Thesis Research	
CHE 599 Thesis Research	6
Total Hours	30

Master of Science-Non-Thesis Option (Plan II): 30 Credit hours

Candidates for the master's degree under Plan II must earn a minimum of 30 semester hours of credit and complete a culminating or "Capstone experience" as described below.

- A minimum of 30 credit hours of coursework is required.
- A student's curriculum must be approved by the student's graduate advisory committee. The graduate advisory committee must also approve the submission of a manuscript, a conference proceeding or a graduate seminar presentation. This activity shall constitute The University of Alabama Graduate School culminating experience requirement for a MS Plan II degree in chemical engineering.
- The "Capstone Experience" consists of two required components:
 - a. First, a research presentation must be delivered to the faculty. The research presentation can be based on a literature review of a chemical engineering topic or a presentation of hands-on research results. The student must register for 1 hour of CHE 595 Seminar during the semester of the presentation (this 1 hour counts towards the total of 30 credit hours of coursework).
 - b. The second component is a mentored grading experience, CHE 591 Special Problems (1 to 4 hr.), and this will count towards the 30 credit hours of coursework. The student will gain first-hand experience with several aspects of the chemical engineering educational process (homework design, grading, test preparation, etc.).

Code and Title	Hours
Required Core Courses	
CHE 551 Adv Thermodynamics I	3
CHE 552 Transport Phenomena	3
CHE 553 Computation In Chem Engr	3
CHE 554 Chemical Reaction Engr	3
Elective Courses Options	14
CHE 514 Computer Methods in ChemE	3
CHE 516 Stem Cell Bioengineering	3
CHE 512 Polymer Materials Engineering	
CHE 518 Tissue Engineering	
CHE 540 Health Safety Chem Process Ind	
CHE 545 Intro to Biochemical Engr	
CHE 592 Special Problems	
Additional elective course options available upon approval of Advisor	
Capstone Experience Courses	
CHE 595 Seminar	1
CHE 591 Special Problems	3
Total Hours	36

Transfer Credit

Transfer credit (p. 15) information.

Accelerated Master's Program

Information on the Accelerated Master's Program (p. 7).

Comprehensive Exam/Capstone

- The "Capstone Experience" consists of two required components:
 - a. First, a research presentation must be delivered to the faculty. The research presentation can be based on a literature review of a chemical engineering topic or a presentation of hands-on research results. The student must register for 1 hour of CHE 595 Seminar during the semester of the presentation (this 1 hour counts towards the total of 30 credit hours of coursework).
 - b. The second component is a mentored grading experience, CHE 591 Special Problems (1 to 4 hr.), and this will count towards the 30 credit hours of coursework. The student will gain first-hand experience with several aspects of the chemical engineering educational process (homework design, grading, test preparation, etc.).

Plan I – Thesis Process Requirements

Candidates for the master's degree under Plan I must earn a minimum of 24 semester hours of credit in coursework and write a thesis (a minimum of six semester hours of thesis research required).

- A minimum of 24 credit hours of coursework is required.
- A minimum of six hours of thesis research is required.
- A student's curriculum and thesis must be approved by the student's graduate advisory committee. The student must pass a final comprehensive examination, which is typically a presentation and defense of the thesis. In addition, the student must satisfy all University requirements defined in the current edition of The University of Alabama Graduate Catalog.

Plan II – Non-Thesis Process Requirements

Candidates for the master's degree under Plan II must earn a minimum of 30 semester hours of credit and complete a culminating or "Capstone experience" as described below.

- A minimum of 30 credit hours of coursework is required.
- A student's curriculum must be approved by the student's graduate advisory committee. The graduate advisory committee must also approve the submission of a manuscript, a conference proceeding or a graduate seminar presentation. This activity shall constitute The University of Alabama Graduate School culminating experience requirement for a MS Plan II degree in chemical engineering.

Time Limits For Degree Completion Requirements

Information on time limits for degree completion (p. 15).

Academic Misconduct Information

Academic misconduct (p. 7) information.

Withdrawals and Leave of Absence Information

Information on withdrawals and leave of absence (p. 244).

Academic Grievances Information

Academic grievances (p. 255) information.

Grades and Academic Standing

Grades and academic standing (p. 28) information.

Graduate School Deadlines Information

Graduate School Deadlines information.

Application For Graduation Information

Application for graduation (p.) information.

Chemical Engineering, Ph.D.

The doctoral program in chemical engineering provides students with advanced education and training in a variety of technical topics, including biotechnology, environmental technologies, high-performance computing and simulations, electrochemical systems, renewable energy and storage, and clean water. Students work closely with faculty to perform hands-on research, develop original research articles and intellectual property, and make scientific presentations at national and international conferences. Students from this program will be prepared to enter a variety of careers, such as higher education, entrepreneurship, consulting, and industrial and government research.

Admissions

Admission is contingent upon recommendation by the graduate faculty of the Department of Chemical and Biological Engineering. Admission opportunities are available for students with undergraduate degrees in fields other than chemical engineering (e.g., chemistry, biomedical engineering, and other related fields).

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The minimum coursework for the Ph.D. degree is 60 hours, which includes 42 hours of coursework and 18 hours of dissertation research.

An overview of the curriculum is shown in the curricular table below, followed by a summary of the mandatory course requirements (core courses and seminar) and options for electives.

Curriculum Overview		Hours
Core Courses		
CHE 551	Adv Thermodynamics I	3
CHE 552	Transport Phenomena	3
CHE 554	Chemical Reaction Engr	3
Mathematics Core Elective		3
CHE 570	Chemical and Biological Engineering Research Techniques	1
CHE 595	Seminar	1
CHE 695	Seminar	1
CHE 593	Chem & Biol Engr Practicum	3
CHE 693	Chem & Biol Engr Practicum	3
Electives		21
Dissertation Research		18
Total Hours		60

Core Course Requirements

The department requires four "core" graduate courses, one research skill course and two seminar courses. The core courses must be taken at UA, unless the equivalent course credit is transferred from another domestic institution (with a grade of A- or higher). The four core courses are comprised of the three required CHE courses, plus one mathematical elective course, as well as research skill and seminar requirements.

Electives

21 Hours of Electives may be any of the following:

Code and Title	Hours
CHE 512 Polymer Materials Engineering	3
CHE 514 Computer Methods in ChemE	3
CHE 516 Stem Cell Bioengineering	3
CHE 518 Tissue Engineering	3
CHE 540 Health Safety Chem Process Ind	3
CHE 545 Intro to Biochemical Engr	3
CHE 591 Special Problems	3
CHE 592 Special Problems (Newly Developed Elective Courses)	3
CHE 598 Non-Thesis Research	6
CHE 691 Special Problems	3
CHE 698 Non-Dissertation Research	6

Mathematics Core Elective

Three hours may be any of the following:

Mathematical Core Course Elective Options	Hours
CHE 553 Computation In Chem Engr	3
CHE 514 Computer Methods in ChemE	3
GES 500 Engineering Statistics	3
GES 554 Partial Diff Equations	3
ST 560 Statistical Methods	3

MATH 509	Data Analysis: Sec Teachers	3
MATH 510	Numerical Linear Algebra	3
MATH 541	Boundary Value Problems	3
MATH 551	Math Stats W/Applictn I	3

Graduate Seminar Requirements

The department requires that students take and pass the Graduate Seminars: CHE 595 seminar during the first part of the doctoral program of study (normally during the second semester of enrollment) and the CHE 695 Seminar in the latter part of the program (normally during the final semester of enrollment). These two hours of seminars count towards the coursework hours needed for graduation.

Seminar Course Requirement		Hours
CHE 595	Seminar	1
CHE 695	Seminar	1

Mentored Instructional Experience (MIE)

In their careers, PhD engineers are expected to be thought leaders, mentors, trainers of other developing professionals, and communicators with a variety of audiences. Therefore, in addition to technical training in their discipline, all UA College of Engineering PhD students will have a Mentored Instructional Experience (MIE) that will enhance their abilities in these critical areas of communication, giving and receiving formal feedback, mentoring, and training, as well as deepen their discipline-specific knowledge through educational support experiences (typically office hours, laboratory instruction, conducting recitations, preparing instructional materials, and guiding in-course design teams of undergraduate students).

All PhD students will receive pedagogical training in these instructional support areas through pedagogy practicum courses (CHE593, and CHE693). In addition, each student shall complete a set of instructional experiences during designated semesters (2 semesters at 10 hours/week, 4 semesters at 5 hours/week, or the equivalent) under the guidance of a faculty mentor.

This additional instructional practice is a graduation requirement.

CHE 593 Chem & Biol Engr Practicum (3 hr.)

CHE 693 Chem & Biol Engr Practicum (3 hr.)

Transfer Credit

Graduate School information on Transfer Credit (p. 21).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study (p. 21).

Comprehensive Exams

Doctoral Qualifier Exam

Once a student has completed all of the four core required graduate courses, the student is required to take the doctoral qualifier ("qualifier") exam as a first evaluation stage in the doctoral program. This qualifier exam is offered twice per year, immediately following the end of the spring semester (during the month of May) and immediately following the end of the fall semester (Dec/Jan). If significant extenuating circumstances prevent the student from completing the qualifier during the required period, the student must submit a petition to the graduate committee to postpone the exam. The student needs to propose a time to complete the exam but no later than the following cycle.

The nature of the qualifier exam is an assignment to independently write (and defend in front of a faculty committee) a research proposal in a field related to (but not directly overlapping) the student's dissertation topic. The faculty committee will be composed of the major advisor plus two other departmental faculty members. The proposal topic and the committee composition will be the responsibility of the student/advisor to determine. The student will provide a written copy of the proposal to the committee, and the student will defend the proposal in front of the committee during an oral presentation. The student will typically be given 2-3 weeks to complete the assignment. There are three different possible outcomes from the qualifier exam:

a) Pass – Students take a "bypass" Plan II MS degree (after completing 30 hours) and continue in the doctoral program.

b) Conditional - Students perform extra work based on the deficiencies identified by the committee. After reevaluation (within 2-3 months) by the committee, the student will pass or fail. No other extensions or reevaluations will be provided.

c) Fail - The student may not continue as a doctoral student. The student is expected to work with the advisor to make a plan to finish any ongoing projects. Financial support beyond this point should not be expected by the student.

Ph.D. candidacy exam

The ChBE candidacy examination is a single examination consisting of two parts (written and oral), typically administered (1) one year after the qualifier exam and (2) after completing at least 30 hours of coursework (including transfer credits). The written document should be distributed to the committee at least one week prior to the oral exam.

Written Document Guidelines

The format of the written document emphasizes the research progress to date, understanding of the entire research project, and a detailed plan for future research. It should be a compact, carefully worded document (no more than 2 pages, single-spaced) including the following key information:

- *Significance*: significance of the work to provide suitable motivation for the dissertation project.
- *Novelty*: the novelty of the work should be clearly identified by comparing to what others have done in the field.
- *Progress*: Adequate progress toward identifying an important and impactful research problem, as well as a summary of the research progress to date.
- *Skills*: skill sets acquired, as well as those to be developed.
- *Plan*: A detailed research plan, along with a specific research strategy and methodology (including specific aims). For each aim, identify the research goals, experimental design, anticipated outcomes/milestones, timetable for completion, etc.

Oral Exam Guidelines

Students should prepare a 30 min oral presentation (uninterrupted), but they should expect the entire examination to last up to 90 minutes to allow time for questions during and after the presentation (schedule exam for 2 hours). Students are expected to answer the questions from the committee without the help of the advisor.

The student will be evaluated on the scientific and technical comprehension, preliminary results to warrant continuation towards Ph.D. candidacy, the quality of the research plan, overall scholarly understanding of the research area, the ability to communicate clearly and effectively, and accomplishments to date.

The candidacy exam will be scored as **pass**, **conditional pass** (with conditions such as, "repeat within one semester," "re-write document," or "take other additional actions suggested by the committee"), and **fail**. The score will be a consensus of the committee. Students who fail the examination can still graduate with a Master's degree if all the requirements are met. However, if a student fails, there should be *no further financial support expected* beyond the end of the current semester, since the student would no longer be in the Ph.D. program.

Preliminary Defense Exam

The preliminary defense ("prelim") exam normally takes place when ~80% of the dissertation research is completed. *The exam is scheduled based on the research progress, not a year after the candidacy exam.* If there is over a year between the candidacy exam and the preliminary exam, an annual review is required. However, the preliminary exam should be minimum 6 months before the defense time. The exact date should be coordinated between a student and his/her Ph.D. advisor. The prelim exam is a formal presentation to the dissertation committee that provides a summary of progress to date (research accomplishments, scholarly publications, conference presentations, etc.). The exam consists of a written document (normally 15 pages in length, plus references), as well as a presentation (normally 30-45 minutes in duration, followed by a period of questions from the committee). Representative examples of the prelim exam (format, expectations, etc.) can be obtained from the Graduate Program Director upon request. A copy of the written document must be provided to the committee a minimum of two weeks before the scheduled prelim exam. There are three different possible outcomes from the prelim exam:

- a) **Pass** – Students continue in the doctoral program and continue their research and dissertation progress.
- b) **Conditional** - Students perform extra work based on the deficiencies identified by the committee. After reevaluation (within 2-3 months) by the committee, the student will pass or fail. No other extensions or reevaluations will be provided.
- c) **Fail** - The student may not continue as a doctoral student. The student is expected to work with the advisor to make a plan to finish any ongoing projects. Financial support beyond this point should not be expected by the student.

Final defense

The final defense is scheduled when the student's assigned dissertation projects are completed. The student is required to deliver an oral presentation (~45 min) publicly and a dissertation following Graduate School guideline. A copy of the complete dissertation must be provided to the committee a minimum of two weeks before the scheduled defense time. The student is required to publicly announce the defense date and location with an abstract.

Expectation :

- Fully understand the dissertation topic (overall picture and research details)
- Completed assigned research project (two first author research paper published or accepted)
- A well thought out future plan.

In order for the student to graduate, the committee must approve both the oral defense and the dissertation.

There are two different possible outcomes from the final defense:

- a) **Pass** – The student may graduate with a Ph.D. degree.

- b) **Fail** - The student may not obtain the Ph.D. degree.

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment Policy (p. 21).

Dissertation Requirements

Dissertation Committee Formation

Students should identify their committee and immediately after completing their qualifier exam. Since this exam is normally taken after the second semester in the program, the dissertation committee formation should be completed no later than the end of the third semester.

Dissertation Format

Dissertation format and submission procedures should follow Graduate School policies.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Student Progress Requirement

Once the doctoral qualifier (comprehensive) exam is passed, doctoral students are required to form a dissertation committee and schedule required Ph.D. assessment exams with their dissertation committee accordingly. It is the *student's responsibility* to schedule and coordinate the exam date as suggested by the program requirements. If a formal exam (e.g., candidacy exam or preliminary exam) is not scheduled during that year, an annual review should be performed. It should be a formal presentation lasting approximately 20-30 minutes (a written document is not required). No more than 12 months should transpire between meetings that a student has with his/her dissertation committee.

Satisfactory progress, as judged by the dissertation committee is required for continued participation in the doctoral program. In certain cases, the committee will provide a probationary period with specific deliverables/outcomes identified, in order for the student to continue in the doctoral program.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 21).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Graduate School information on Graduate School Deadlines.

Application for Graduation Information

Graduate School information on the Application for Graduation.

Acquisition of Financial Support:

All students in good standing in the chemical engineering Ph.D. program within the Department of Chemical and Biological Engineering (ChBE) are normally supported by a graduate research assistantship (GRA) funded through their advisor, a graduate teaching assistantship (GTA) funded by the department, a fellowship, or a combination of various forms. Both types of assistantships provide an equivalent stipend and benefits along with paid tuition and fees. Financial support is typically guaranteed through the Ph.D. studies for Ph.D. students who meet performance expectations and who do not meet any Conditions for Termination of Financial Support (see below). Students will be informed of impending financial support termination at least two months prior to the support termination date except in the special cases noted under Conditions for Termination of Financial Support. As the source of student support may vary from semester-to-semester, the obligations of the student may also vary. These obligations will normally be communicated to the student at the beginning of the semester, but there may be some variance over the course of the semester.

Fellowship Nominations:

Eligible students who excel in the ChBE graduate program or are anticipated to excel in the program may be nominated by the department for various fellowships. Nominees are selected by votes of the ChBE Graduate Program Committee, based upon prospective nominee research productivity, academic performance, and contributions to the department.

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in the chemical engineering Ph.D. program. In general, students in the chemical engineering M.S. program **do not** receive departmental financial support.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support.
- The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, The UA College of Engineering, UA Environmental Health and Safety, and the ChBE department.
- Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.
- Once a research group is assigned, students must conduct research under the direction of a department-approved research advisor. Continuous research progress is expected as directed by the research advisor and the student's dissertation committee.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria will be subject to termination of financial support, pending ChBE department administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the ChBE Department Head and Graduate Program Chair (with possible input from other stakeholders, such as the ChBE Graduate Program Committee, College of Engineering, or the UA Graduate School) will recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

- *Dereliction of duty.* Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior

notification to the instructor of record or designee (for teaching assistants) or the research advisor (for research assistants); or failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee (for teaching assistants) or by the research advisor (for research assistants) and the student's departmental memorandum of appointment.

- *Resolved finding of academic misconduct.* Penalties, including potential loss of financial support, will be determined by the ChBE Department Head with guidance from the UA Graduate School and/or the UA College of Engineering.
- *Failure to have a department-approved research advisor for more than one semester.* Ph.D. (or thesis-based M.S.) students without an approved research advisor may not enroll in research courses and, therefore, cannot proceed toward degree completion. Students without an advisor may be relegated to the Plan II (non-thesis) M.S. program. Students in the chemical engineering M.S. program are normally not provided with departmental financial support.
- *Loss of good academic standing.* Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing—with the non-passing grade exception noted below. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the ChBE Graduate Program Committee. This review will determine whether the student should be allowed to continue to receive financial support and/or be dismissed from the program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered prior to the end of the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.
- *Insufficient continuous research progress.* The dissertation committee determines by majority vote if a student is making adequate research progress commensurate with their time in the program during required annual reviews. If the committee determines the student is not making adequate research progress, the student will be granted one probationary semester (i.e., academic semester or full summer term) to remedy productivity deficiencies, as assessed by the dissertation committee. Failure to meet minimum research expectations by the end of the probationary semester will result in immediate termination of financial support.

Department of Civil, Construction and Environmental Engineering

• Graduate Degrees

- Civil Engineering, MS (p. 673)
- Environmental Engineering, MS (p. 679)
- Civil Engineering, PhD (p. 676)

-
- Dual Graduate Degree Programs
-
-
-
-

Dual MS in Civil Engineering and Juris Doctorate

Dual MS in Civil Engineering and Master of Business Administration

Department Head

- Bertini, Robert L.

Associate Head for Undergraduate Studies

- Tootle, Glenn

Associate Head for Graduate Studies

- Aaleti, Sriram

Director, Center for Sustainable Infrastructure

- Liang, Daan

Director, Center for Complex Hydrosystems

- Moradkhani, Hamid

Director, Center for Water Quality

- Clement, Prabhakar

Professors

- Burian, Steven
- Clement, Prabhakar
- Elliot, Mark
- Jones, Jr., Steven
- Kumar, Mukesh
- Liang, Daan
- Moradkhani, Hamid
- Song, Wei
- Tootle, Glenn
- Wang, Jialai

Associate Professors

- Aaleti, Sriram
- Amirkhanian, Armen
- Dao, Thang N.
- Hainen, Alexander
- Liu, Jun
- Moftakhari, Hamed
- Terry, Leigh
- Williamson, Derek G.

Assistant Professors

- Blair, Matthew
- Chen, Kaiwen
- Crawford, Patrick (Shane)
- Duan, Quihua (Lisa)
- Jiang, Daqian
- Mekonnen, Mesfin
- Rahman, Mizanur
- Ye, Yunyang

Assistant Research Professor

- Adanu, Emmanuel
- Firouzjaei, Mostafa
- Lidbe, Abhay
- Penmetsa, Praveena

Instructor

- Monk, Bridgett

Master's students may, with permission of the department and approval by the Graduate School, receive credit for six hours of 400-level credit. No 400-level courses can be approved for application to a PhD degree, other than the maximum of 6 hours already completed as part of a master's degree. A master's student may, with approval of a petition, meet prerequisites with a combination of related coursework and experience.

CE501 Masters Capstone Project-Plan II

Hours 3

Development of a research paper, professional practice or policy paper, or other equivalent report. Topic to be approved in advance by the student's graduate advisor.

Prerequisite(s): MS Plan II students only

CE514 Information Systems Design

Hours 3

An overview of management information systems (MIS). The course will focus on the practical aspects, applications, and methodology of MIS, particularly from the construction engineer's perspective. Information design methodology and building information modeling (BIM) will be covered in detail.

[View All Courses](#)

Civil Engineering, MS

The department offers programs leading to the Master of Science in civil engineering, Master of Science in engineering (environmental engineering) and Doctor of Philosophy degrees in civil engineering. Research programs in the department include environmental quality and water resources; management and safety of transportation systems; structural engineering including assessment, renewal, and protection of infrastructure; and construction engineering and management. Laboratory facilities are provided for graduate research and instruction in these and other areas.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission, an applicant should have enrolled in a baccalaureate degree from an institution accredited by the Engineering Accreditation Council (EAC) of ABET Inc. Applications from a non-EAC/ABET-accredited program will also be considered. The requirements for regular admission include

- A completed bachelor's degree in civil, construction, environmental engineering, or related fields is required prior to enrollment in the graduate program.
- A current resume.
- A concise Statement of Purpose. This short document should describe the reasons for pursuing an advanced degree as well as possible research interests.
- Three letters from recommenders. These recommenders may be previous faculty or supervisors.
- A TOEFL/IELTS/DET/PTE score for non-native English speakers who are required to submit an English Language test score (as per graduate school requirements)
- GRE score is not required for admission.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Master of Science in Civil Engineering (MCV) program is offered with both a thesis option (Plan I) as well as a non-thesis option (Plan II). The designation of the selected program is not required or expected at the time of application. All MCV students on teaching or research assistantships in the department are generally expected to pursue the thesis degree option. However, the Plan-II option is also allowed for students on teaching or research assistantships. All students must complete a total of 30 credit hours to meet the MCV requirements.

Master of Science—Thesis Option (Plan I): 30 Credit Hours

Candidates for the master's degree under Plan I must earn a minimum of 24 semester hours of credit in coursework and write a thesis (a minimum of six semester hours of thesis research, CE 599, is required).

- A minimum of 24 credit hours of coursework is required. The student is required to have a minimum of 15 credit hours of CE-prefixed courses.
- A minimum of 6 credit hours of thesis research (CE 599) is required.
- The graduate advisory committee may require additional prerequisite courses for those students without an ABET or EAC-accredited degree.
- A student's thesis must be approved by the student's graduate advisory committee. The student must pass a final comprehensive examination, which is typically a presentation and defense of the thesis. A student is given a maximum of two attempts to defend their thesis successfully. In addition, the student must satisfy all university requirements defined in the current edition of the University of Alabama Graduate Catalog.

All graduate students in civil engineering are required to take "core courses" based on the student's area of study interest. All M.S. students are required to take a total of nine credits of core courses, including six credits of area-specific core classes and three credits of data science classes.

Code and Title	Hours
Core Coursework (6 credits of area specific coursework + 3 credits of Data Science coursework)	

The students must take 6 credits of area specific classes from the courses listed for specific program areas and must take 3 credits of Data Science from the Data Science Course list provided.

Area Specific Core Coursework (6 credits required)	6

Architectural Engineering

CE 566	Sustainable & Lean Constr.
ME 516	Fnd Energy Conserv & Mgt
ME 542	Multiscale Material Design
ME 575	Control Systems Analysis

Construction Engineering and Management

CE 567	Constr. Accounting & Finance
CE 568	Construction Scheduling

Environmental Engineering (Water Quality)

CE 521	Environ Eng Microbiology
CE 522	Solid Hazardous Waste Managmnt
CE 524	Water & Wastewater Treatment
CE 526	Groundwater Mechanics
CE 575	Hydrology

Structural Engineering and Materials

CE 531	Structural Dynamics
CE 534	Advanced Structural Mechanics

Transportation Systems Engineering

CE 553	Intelligent Transportation Sys
CE 554	Urban Transportation Planning
CE 555	Traffic Flow Theory
CE 558	Traffic Engineering

Water Resources Engineering (Water Quantity)

CE 526	Groundwater Mechanics
CE 570	Open Channel Flow
CE 574	Paleohydrology
CE 575	Hydrology
CE 576	Process Hydrology

Data Science Coursework (3 credits required)

CE 573	Statistical Applications
CE 515	Transportation Data Science
CE 586	GIS for Civil Engineers
PH 551	Machine Learning
GY 518	Spatial and Geostats
ST 560	Statistical Methods

Elective Coursework

15

These are commonly taken elective courses. More elective options are available and can be taken with consultation/ approval of the faculty advisor.

Construction Engineering and Management

CE 514	Information Systems Design
CE 517	Advanced Project Management
CE 518	Engineering Mangement
CE 561	Horizontal Construction Method
CE 563	Construction Cost Estimating
CE 564	Safety Engineering
CE 581	Legal Asp. of Eng and Const.
CE 562	Vertical Construction Methods

Structural Engineering and Materials

CE 530	NDT of Structures
CE 532	Matrix Analysis of Structures
CE 535	Concrete Materials
CE 536	Wood Structural Design
CE 537	Reinforced Concrete Struct II
CE 538	Struct Steel Design II
CE 543	Prestressed Concrete Design
CE 544	Foundation Engineering
CE 591	Special Problems
CE 632	Structural Reliability

Environmental and Water Resources

CE 522	Solid Hazardous Waste Managmnt
CE 525	Air Pollution
CE 526	Groundwater Mechanics
CE 529	EWR Proposal Writing
CE 576	Process Hydrology
CE 585	Constructn Site Erosion Contrl

Transportation Systems Engineering

CE 551	Roadway/Intersection Design
CE 552	Traffic Safety and Security
CE 553	Intelligent Transportation Sys
CE 554	Urban Transportation Planning
CE 555	Traffic Flow Theory
CE 558	Traffic Engineering
Thesis Research Requirements	
CE 599	Thesis Research

Total Hours **30**

- Only 400-level courses without 500-level counterparts are allowed and must be approved prior to taking the class. A maximum of 6 hours of approved 400-level courses can be used for course work requirements. Students should complete Graduate School's "Approval of a 400-Level Course for Master's Credit" form.
- Students are responsible for all forms and must route all forms through the department prior to submission to UA's Graduate School.

Master of Science-Non-Thesis Option (Plan II): 30 Credit hours

Candidates for the master's degree under Plan II must earn a minimum of 30 credit hours of credit, including 27 credits of approved coursework, and complete a 3-credit class (CE 501) for the culminating experience.

- A minimum of 27 credit hours of approved coursework, including a minimum of 18 hours of CE-prefix classes.
- Students are required to take a total of nine credits of core courses, including six credits of area-specific core classes and three credits of data science classes.
- must complete a 3-credit-hour MS Capstone Project Plan-II course (CE 501).
- Culminating Experience or Capstone (CE 501): This must be taken during the graduating semester. This requires the student to develop a research paper, a policy and practice paper, or an equivalent culminating experience which is graded by the student's graduate advisor. This is taken with permission under the direction of the student's graduate advisor. The graduate advisor must be a full member of the department's graduate faculty.
- Only 400-level courses without 500-level counterparts are allowed and must be approved prior to taking the class. A maximum of 6 hours of approved 400-level courses can be used for coursework requirements. Students should complete the Graduate School's "Approval of a 400-Level Course for Master's Credit" form.

Code and Title **Hours**

Core Coursework (6 credits of area specific coursework + 3 credits of Data Science coursework)

The students must take 6 credits of area specific classes from the courses listed for specific program areas and must take 3 credits of Data Science from the Data Science Course list provided.

Area Specific Core Coursework **6**

Architectural Engineering

CE 566	Sustainable & Lean Constr.
ME 516	Fnd Energy Conserv & Mgt
ME 542	Multiscale Material Design
ME 575	Control Systems Analysis

Construction Engineering and Management

CE 567	Constr. Accounting & Finance
CE 568	Construction Scheduling

Environmental Engineering (Water Quality)

CE 521	Environ Eng Microbiology
CE 522	Solid Hazardous Waste Managmnt
CE 524	Water & Wastewater Treatment
CE 526	Groundwater Mechanics
CE 575	Hydrology

Structural Engineering and Materials

CE 531	Structural Dynamics
CE 534	Advanced Structural Mechanics

Transportation Systems Engineering

CE 553	Intelligent Transportation Sys
CE 554	Urban Transportation Planning
CE 555	Traffic Flow Theory
CE 558	Traffic Engineering

Water Resources Engineering (Water Quantity)

CE 526	Groundwater Mechanics
CE 570	Open Channel Flow
CE 574	Paleohydrology
CE 575	Hydrology
CE 576	Process Hydrology

Data Science Coursework (3 credits required) **3**

CE 573	Statistical Applications
CE 515	Transportation Data Science
CE 586	GIS for Civil Engineers
PH 551	Machine Learning
GY 518	Spatial and Geostats
ST 560	Statistical Methods

Elective Coursework **18**

These are commonly taken elective courses. More elective options are available and can be taken with consultation/ approval of the faculty advisor.

Construction Engineering and Management

CE 514	Information Systems Design
CE 517	Advanced Project Management
CE 518	Engineering Mangement
CE 561	Horizontal Construction Method
CE 563	Construction Cost Estimating
CE 564	Safety Engineering
CE 581	Legal Asp. of Eng and Const.
CE 562	Vertical Construction Methods

Structural Engineering and Materials

CE 530	NDT of Structures
CE 532	Matrix Analysis of Structures
CE 535	Concrete Materials
CE 536	Wood Structural Design
CE 537	Reinforced Concrete Struct II
CE 538	Struct Steel Design II
CE 543	Prestressed Concrete Design
CE 544	Foundation Engineering
CE 591	Special Problems

CE 632	Structural Reliability	
Environmental and Water Resources		
CE 522	Solid Hazardous Waste Managmnt	
CE 525	Air Pollution	
CE 526	Groundwater Mechanics	
CE 529	EWR Proposal Writing	
CE 576	Process Hydrology	
CE 585	Constructn Site Erosion Contrl	
Transportation Systems Engineering		
CE 551	Roadway/Intersection Design	
CE 552	Traffic Safety and Security	
CE 553	Intelligent Transportation Sys	
CE 554	Urban Transportation Planning	
CE 555	Traffic Flow Theory	
CE 558	Traffic Engineering	
Pnal-II Culminating Experience (Required)		3
CE 501	MS Capstone Proj. Plan II	
Total Hours		30

See the Master's Degrees Graduate School Requirements section of this catalog for additional information.

Transfer Credit

12 hours maximum of approved transfer credit. Additional information on T (p. 15)ransfer Credit (p. 15).

Accelerated Master's Program

AMP (BS/MS) information on the Accelerated Master's Program (p. 7).

Time Limits for Degree Completion Requirements

Maximum of 6 years to complete all degree requirements. Graduate School information on Time Limits (p. 15).

Student Progress Requirement

Graduate School information on Student Progress (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Graduate School information on Graduate School Deadlines.

Application for Graduation Information

Application for Graduation (p. 15).

Civil Engineering, Ph.D.

During the pursuit of a Doctor of Philosophy (PhD) degree in civil engineering, students engage in a multifaceted academic journey. They enroll in graduate-level courses, actively participate in research under the guidance of a faculty advisor, develop instructional skills and competencies, and witness how these endeavors contribute to significant engineering innovations and their societal impacts within the civil engineering field. The Civil, Construction, and Environmental Engineering (CCEE) Department, equipped with cutting-edge computational and experimental resources, conducts dynamic research programs across various disciplinary groups, including Architectural Engineering, Construction Engineering and Management, Structural Engineering and Materials, Environmental (water quality), Water Resources (water quantity), and Transportation Systems Engineering. Faculty members not only instruct graduate-level courses but also engage in research activities within these specialized areas. The comprehensive range of graduate courses, spanning these domains and supplemented by core graduate coursework, lays the foundation for attaining a PhD in civil engineering.

Furthermore, students pursuing this degree must demonstrate their expertise in their chosen field of study through qualifying exams, the presentation of a research proposal, and the successful defense of a research-oriented dissertation.

Additionally, qualified undergraduate students enrolled in the department's programs at the University of Alabama have the opportunity to pursue early admission into the PhD program via the Accelerated Masters Program (AMP). This unique program permits students to concurrently count up to 9 hours of graduate credit toward their undergraduate degree, facilitating a seamless transition into advanced studies at the PhD level.

Admissions

To be eligible for regular admission, beyond meeting the basic admission criteria set by the Graduate School, an applicant should have enrolled in or earned a baccalaureate degree from an institution accredited by the Engineering Accreditation Council (EAC) of ABET Inc. However, applications from individuals who have enrolled in or graduated from programs not accredited by EAC/ABET will also be considered.

Regular Admission Requirements

For regular admission to the graduate program in the Civil, Construction, and Environmental Department, by the time of enrollment, prospective graduate students should have:

- Bachelor's degree or Master's degree in civil, construction, environmental engineering, or a closely related field from an ABET-accredited program. Applications from graduates of a non-EAC/ABET-accredited programs will be considered.
- Grade point average of at least 3.0 on a 4.0 scale
- A short Statement of Purpose describing possible research or study interests
- Resume/CV
- Two to three letters of recommendation.

- A TOEFL/IELTS/DUOLINGO/PTE score for non-native English speakers who are required to submit an English Language test score (as per graduate school requirements)
- GRE is NOT required for admission.

Admission with Permission to Continue

Admission with Permission to Continue may be granted to applicants who do not meet these requirements, for example, those who have degrees in related fields or a GPA below 3.0.

Please see the Graduate School website for more details.

Admission Requirements for Applicants Without a Civil, Construction, Environmental, or Construction-Related Degree

Applicants without a civil, construction, environmental engineering, or related field bachelor's or master's degree may be admitted. However, such students may be asked to complete a few basic civil engineering courses, which will be decided by the CCEE Graduate Program Committee with input from the faculty advisor and faculty members in the student's specific area of interest. Successful completion requires a "B" or better in each course.

Application Deadlines

There are no formal deadlines for graduate applications. Once an application is complete, the internal review process typically takes a few weeks. However, **international applicants** should consider the time required to obtain any necessary visa documents.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

A total of 54 hours is required for the degree, including a minimum of 36 hours of coursework with a letter grade beyond the baccalaureate and 18 hours of dissertation research (CE 699). All PhD students must complete Mentored Instructional Experience (MIE) requirements (see below). Students must be Ph.D. candidate (after successfully completing the preliminary exam; see below) before they can register for CE 699. Any UA coursework with Pass/Fail as an outcome cannot be used towards the 36-hour coursework requirement. Up to 18 hours of transfer credit may be permitted, subject to approval by both the department and the Graduate School. This approval is sought through the 'Request for Transfer of Graduate Credit' form. The Request for Transfer of Graduate Credit form must be initiated by the student.

Students need to contact the department office for the submission of the plan of study (POS) and candidacy forms.

Core Course Requirements

All doctoral graduate students are required to meet Core Course requirements and complete Mentored Instructional Experience (MIE). The department requires three "core" graduate courses. The three core courses are comprised of two required area-specific courses plus one Data Science elective course.

Code and Title

Hours

Core Coursework (6 credits of area specific coursework + 3 credits of Data Science coursework)

Students must take 6 credits of area specific courses from the courses listed for specific program areas and must take 3 credits of Data Science from the Data Science Course list provided.

Area Specific Core Coursework

6

Architectural Engineering

CE 566 Sustainable & Lean Constr.

ME 516 Fnd Energy Conserv & Mgt

ME 542 Multiscale Material Design

ME 575 Control Systems Analysis

Construction Engineering and Management

CE 567 Constr. Accounting & Finance

CE 568 Construction Scheduling

Environmental Engineering (Water Quality)

CE 521 Environ Eng Microbiology

CE 522 Solid Hazardous Waste Managmnt

CE 524 Water & Wastewater Treatment

CE 526 Groundwater Mechanics

CE 575 Hydrology

Structural Engineering and Materials

CE 531 Structural Dynamics

CE 534 Advanced Structural Mechanics

Transportation Systems Engineering

CE 553 Intelligent Transportation Sys

CE 554 Urban Transportation Planning

CE 555 Traffic Flow Theory

CE 558 Traffic Engineering

Water Resources Engineering (Water Quantity)

CE 526 Groundwater Mechanics

CE 570 Open Channel Flow

CE 574 Paleohydrology

CE 575 Hydrology

CE 576 Process Hydrology

Data Science Coursework

3

CE 573 Statistical Applications

CE 515 Transportation Data Science

CE 586 GIS for Civil Engineers

CE 673 Statistics & Econometrics

PH 551 Machine Learning

GY 518 Spatial and Geostats

ST 560 Statistical Methods

Elective Coursework

27

Following are commonly taken elective courses. More elective options are available and can be taken with consultation/approval of the faculty advisor.

Construction Engineering and Management

CE 514 Information Systems Design

CE 517 Advanced Project Management

CE 518 Engineering Mangement

CE 561 Horizontal Construction Method

CE 563 Construction Cost Estimating

CE 564 Safety Engineering

CE 581 Legal Asp. of Eng and Const.

CE 562 Vertical Construction Methods

Structural Engineering and Materials

CE 530 NDT of Structures

CE 532 Matrix Analysis of Structures

CE 535 Concrete Materials

CE 536	Wood Structural Design
CE 537	Reinforced Concrete Struct II
CE 538	Struct Steel Design II
CE 543	Prestressed Concrete Design
CE 544	Foundation Engineering
CE 591	Special Problems
CE 631	Exper. Mthds in Struc Dynamics
CE 632	Structural Reliability
Environmental and Water Resources	
CE 522	Solid Hazardous Waste Managmnt
CE 525	Air Pollution
CE 526	Groundwater Mechanics
CE 529	EWR Proposal Writing
CE 576	Process Hydrology
CE 585	Constructn Site Erosion Contrl
Transportation Systems Engineering	
CE 551	Roadway/Intersection Design
CE 552	Traffic Safety and Security
CE 553	Intelligent Transportation Sys
CE 554	Urban Transportation Planning
CE 555	Traffic Flow Theory
CE 558	Traffic Engineering
CE 655	Sustainable Transportation
Dissertation Requirements	
CE 699	Dissertation Research
Total Hours	
54	

Mentored Instructional Experience (MIE)

In their careers, PhD engineers are expected to be thought leaders, mentors, trainers of other developing professionals, and communicators with a variety of audiences. Therefore, in addition to technical training in their discipline, all UA College of Engineering PhD students will have a Mentored Instructional Experience (MIE) that will enhance their abilities in these critical areas of communication, giving and receiving formal feedback, mentoring, and training, as well as deepen their discipline-specific knowledge through educational support experiences (typically office hours, laboratory instruction, conducting recitations, preparing instructional materials, and guiding in-course design teams of undergraduate students).

All PhD students in the CCEE program will receive pedagogical training in these instructional support areas through a pedagogy practicum course (ENGR 501). In addition, each student shall complete a set of instructional experiences during designated semesters (2 semesters at 10 hours/week, 4 semesters at 5 hours/week, or the equivalent) under the guidance of a faculty mentor.

This additional instructional practice is a graduation requirement.

Transfer Credit

Graduate School information on Transfer Credit.

Doctoral Plan of Study Requirement

The student's faculty advisor and supervisory committee will work with the student to define an appropriate plan of study that meets all degree requirements, including any prerequisite or preparatory work and a core set of courses as required and specified by each specialty area. After approval by the department, the PhD Plan of Study is submitted to the

Graduate School for final approval. All doctoral students must have a completed plan of study approved by the graduate school.

Graduate School Information on the Doctoral Plan of Study can be found here (p. 21).

Comprehensive Examinations

Doctoral Qualifying Exam

Once a student has completed sufficient coursework (at least all three required core courses), the student is expected to take the doctoral qualifying ("qualifier") exam as a first evaluation stage in the doctoral program. Students are required to pass a qualifying examination that may include both written and oral components. The nature of the qualifying exam will be area-specific, and students should contact their advisor for details. The qualifying exam in each area is administered by a faculty committee composed of at least three faculty members. There are two different possible outcomes from the qualifier exam:

a) Pass: Students can continue their progress toward a PhD. Students may be asked to take extra coursework based on the deficiencies identified by the committee.

b) Fail: The student may be given one more chance to successfully complete the qualifying exam at a later date. Financial support beyond this point should not be expected by the student. If the student fails to pass the exam on the second attempt, they may not continue as a doctoral student. The student is expected to work with the advisor to make a plan to finish any ongoing projects. The student will still have the option to complete an M.S. degree if desired.

Ph.D. Candidacy Exam (Preliminary Exam)

The student should plan to give their Ph.D. candidacy exam (1) roughly a year after passing the Ph.D. qualifier exam and (2) after completing at least 30 hours of coursework (including transfer credits). The student should present a research proposal to his or her dissertation committee to provide details of their research topic, an update on research progress, along with a summary of completed course work, presentations, publications, etc. The students are encouraged to provide a written document along with the presentation to the dissertation committee. A detailed research plan for future work must also be included.

- A pass/fail grade will be given. A student who fails the candidacy exam will be provided with written feedback on areas for improvement, and the student will have only one additional attempt to pass, which must be attempted during the following semester. A student that ultimately does not pass the exam will not be able to continue in the Ph.D. program, but the student will still have the option to complete an M.S. degree if desired.

Graduate School Information on Candidacy and Qualifying Examinations (p. 21). (p. 21)

Admission to Candidacy Requirements

After passing the examinations (Qualifying Exam and Ph.D. Candidacy Exam), the student should complete and submit an Admission to Candidacy for the Doctoral Degree to the department for approval. A department-approved candidacy form will be forwarded to the Graduate School for final approval.

Continuous Enrollment Policy

Graduate School information on the Continuous Enrollment Policy (p. 21).

Dissertation Requirements

Graduate School information on Dissertations (p. 21).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Student Progress Requirement

Graduate School information on Student Progress (p. 21).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence.

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadline Information

Graduate School information on Graduate School Deadlines.

Application for Graduation Information

Graduate School information on the Application for Graduation.

Financial Support

Normally, Ph.D. students are considered for fellowships or other forms of financial support within the Department of Civil, Construction, and Environmental Engineering. Financial support for graduate students may include teaching assistantships, research assistantships, scholarships, or combinations of these sources. Once a student is admitted into the Ph.D. program, the stipend level is specified, but the source of the financial support may vary during the course of study. As the source of student support may vary from semester to semester, the obligations of the student may also vary. These obligations will normally be communicated to the student at the beginning of the semester, but there may be some variance over the course of the semester.

Continuation of Financial Support

If the faculty advisor judges that the student's research or academic performance is insufficient during a given semester, the faculty member will provide a written warning that funding may be terminated at the end of the semester. If the student is unable to improve performance by the end of the semester, the faculty member (after approval from the department head confirming that adequate warning was provided to the student) may terminate the student's funding. If a faculty advisor terminates funding for a graduate student, there is no obligation on the department to provide any additional funding to the student. Alternately, if a student is not able to pass one of his or her mandatory exams (Ph.D. Qualifier Exam, Annual Review, Candidacy Exam, or Preliminary Exam), the faculty advisor and/or department are under no obligation to continue funding the student in any future semester. If the GPA of a student in a single semester falls below 3.0, the advisor and/or department are under no obligation to continue funding the student in any future semester.

In unusual circumstances, the financial support of a student may be terminated before the end of the semester, but this will only occur if the faculty advisor, department head, and dean of engineering support this decision.

Environmental Engineering, MS

The department offers programs leading to the Master of Science in civil engineering, Master of Science in engineering (environmental engineering) and Doctor of Philosophy degrees in civil engineering. Research programs in the department include environmental quality and water resources; management and safety of transportation systems; structural engineering including assessment, renewal, and protection of infrastructure; and construction engineering and management. Laboratory facilities are provided for graduate research and instruction in these and other areas.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission, an applicant should have enrolled in a baccalaureate degree from an institution accredited by the Engineering Accreditation Council (EAC) of ABET Inc. Applications from non-EAC/ABET-accredited programs will also be considered. The requirements for regular admission include

- A completed Bachelor's degree in civil, construction, environmental engineering, or related fields is required prior to enrollment in the graduate program.
- A current resume.
- A concise statement of purpose. This short document should describe the reasons for pursuing an advanced degree as well as possible research interests.
- Three letters from recommenders. These recommenders may be previous faculty or supervisors.
- A TOEFL/IELTS/DET/PTE score for non-native English speakers who are required to submit an English Language test score (as per graduate school requirements)
- GRE is not required for admission.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Master of Science in Environmental Engineering program is offered with both a thesis option (Plan I) and a non-thesis option (Plan II). The designation of the selected program is not required or expected at the time of application. All MS students on teaching or research assistantships in the department are generally expected to pursue the thesis degree option. However, the Plan II option is also allowed for students on teaching or research assistantships. All students must complete a total of 30 credit hours to meet the requirements.

All graduate students in environmental engineering are required to take "core courses" based on the student's area of study interest. **All M.S. students are required to take a total of nine credits of core courses, including six credits of area-specific core classes and three credits of data science classes (see below for details).**

Master of Science—Thesis Option (Plan I): 30 Credit Hours

Candidates for the master's degree under Plan I must earn a minimum of 24 semester hours of credit in coursework and write a thesis (a minimum of six semester hours of thesis research, CE 599, is required).

- A minimum of 24 credit hours of coursework is required. The student is required to have a minimum of 15 credit hours of CE-prefixed courses.
- A minimum of 6 credit hours of thesis research (CE 599) is required.
- The graduate advisory committee may require additional prerequisite courses for those students without an ABET or EAC-accredited degree.
- A student's thesis must be approved by the student's graduate advisory committee. The student must pass a final comprehensive examination, which is typically a presentation and defense of the thesis. A student is given a maximum of two attempts to defend their thesis successfully. In addition, the student must satisfy all university requirements defined in the current edition of the University of Alabama Graduate Catalog.

Code and Title	Hours
Core Coursework (6 credits of area specific coursework + 3 credits of Data Science coursework)	
Environmental Area courses	6
CE 521 Environ Eng Microbiology	
CE 522 Solid Hazardous Waste Managmnt	
CE 524 Water & Wastewater Treatment	
CE 526 Groundwater Mechanics	
CE 575 Hydrology	
Data Science	3
CE 573 Statistical Applications	
CE 586 GIS for Civil Engineers	
PH 551 Machine Learning	
GY 518 Spatial and Geostats	
ST 560 Statistical Methods	
Other Courses ¹	15
Commonly taken courses include:	
CE 521 Environ Eng Microbiology	
CE 522 Solid Hazardous Waste Managmnt	
CE 525 Air Pollution	
CE 526 Groundwater Mechanics	
CE 529 EWR Proposal Writing	
CE 570 Open Channel Flow	
CE 576 Process Hydrology	
CE 586 GIS for Civil Engineers	
CE 591 Special Problems	
And other Approved Courses	
Thesis Course ³	6
CE 599 Thesis Research	
Total Hours	30

- Only 400-level courses without 500-level counterparts are allowed and must be approved prior to taking the class. A maximum of 6 hours of approved 400-level courses can be used for course work requirements. Students should complete the Graduate School's "Approval of a 400-Level Course for Master's Credit" form.
- Students are responsible for all forms and must route all forms through the department prior to submission to UA's Graduate School.

Master of Science-Non-Thesis Option (Plan II): 30 Credit hours

Candidates for the master's degree under Plan II must earn a minimum of 30 credit hours of credit, including 27 credits of approved coursework, and complete a 3-credit class (CE 501) for the culminating experience.

- A minimum of 27 credit hours of approved coursework, including a minimum of 18 hours of CE-prefix classes.
- Students are required to take a total of nine credits of core courses, including six credits of area-specific core classes and three credits of data science classes.
- must complete a 3-credit-hour MS Capstone Project Plan-II course (CE 501).
- Culminating Experience or Capstone (CE 501): This must be taken during the graduating semester. This requires the student to develop a research paper, a policy and practice paper, or an equivalent culminating experience, which is graded by the student's graduate advisor. This is taken with permission under the direction of the student's graduate advisor. The graduate advisor must be a full member of the department's graduate faculty.
- Only 400-level courses without 500-level counterparts are allowed and must be approved prior to taking the class. A maximum of 6 hours of approved 400-level courses can be used for course work requirements. Students should complete the Graduate School's "Approval of a 400-Level Course for Master's Credit" form.

Code and Title	Hours
Core Coursework (6 credits of area specific coursework + 3 credits of Data Science coursework)	
Environmental Area courses	6
CE 521 Environ Eng Microbiology	
CE 522 Solid Hazardous Waste Managmnt	
CE 524 Water & Wastewater Treatment	
CE 526 Groundwater Mechanics	
CE 575 Hydrology	
Data Science	3
CE 573 Statistical Applications	
CE 586 GIS for Civil Engineers	
PH 551 Machine Learning	
GY 518 Spatial and Geostats	
ST 560 Statistical Methods	
CE Coursework ¹	18
Commonly taken courses include:	
CE 521 Environ Eng Microbiology	
CE 522 Solid Hazardous Waste Managmnt	
CE 525 Air Pollution	
CE 526 Groundwater Mechanics	
CE 529 EWR Proposal Writing	
CE 570 Open Channel Flow	
CE 576 Process Hydrology	
CE 586 GIS for Civil Engineers	
CE 591 Special Problems	
And other Approved Courses	
M.S Plan-II Capstone Course (Required) ³	3
CE 501 MS Capstone Proj. Plan II	
Total Hours	30

Additional Course Requirements for Students Without an ABET/EAC-Accredited Degree Include:

AEM 201 Statics, AEM 264 Dynamics, AEM 250 Mechanics Of Materials I, AEM 311 Fluid Mechanics

Additional Information:

See the Master's Degrees Graduate School requirement section of this catalog for additional information.

Transfer Credit

12 hours maximum of approved transfer credit. Additional information on Transfer Credit (p. 15).

Accelerated Master's Program

AMP (BS/MS) information on the Accelerated Master's Program (p. 7).

Comprehensive Examination/Capstone Project

The paper/report, or non-thesis, option requires a research paper, a policy and practice paper, or equivalent culminating experience, which is graded by the student's graduate advisor:

- Taken with permission under the direction of the student's graduate advisor
- The graduate advisor must be a full member of the department's graduate faculty
- It requires the completion of a research paper, a policy and practice paper, or equivalent report with the topic, scope, and format pre-approved by the student's advisor
- Must be taken the semester the student plans to graduate

Time Limits for Degree Completion Requirements

Maximum of 6 years to complete degree requirements. Graduate School information on Time Limits (p. 15).

Student Progress Requirement

Graduate School information on Student Progress (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Graduate School information on Graduate School Deadlines.

Application for Graduation Information

Application for Graduation (p. 15).

Department of Computer Science

- Majors
 - Computer Science, MS (p. 682)
 - Computer Science, PhD (p. 683)

Interim Department Head

- Susan V. Vrbsky

Professors

- Purushotham Bangalore
- David Brown
- Jeffrey Carver
- Jeff Gray
- Allen Parrish
- Yang Xiao

Associate professors

- Monica Anderson
- Travis Atkison
- Chris Crawford
- Brandon Dixon
- Jiaqi Gong
- Xiaoyan Hong
- Randy Smith
- Susan V. Vrbsky
- Jingyuan Zhang

Assistant professors

- Ahmad Alsharif
- Lina Pu
- Don Yessick

Professors emeriti

- David Cordes
- John Lusth

Instructor

- Matthew-Lane May

CS503 Programming Languages

Hours 3

This course provides a graduate level presentation of Programming Languages. Formal student of programming language specification, analysis, implementation, and run-time support structures; organization of programming languages with emphasis on language constructs and mechanisms; and study of non-programming paradigms. Students who have successfully completed CS 403 may not also receive credit for CS 503.

CS504 CS Curriculum for Math Education
Hours 3

Building upon the concepts from CS 104, students will explore in-depth how computer science education is presented in the secondary education setting. Students will get the opportunity to explore current computer science curriculum and develop resources for future teaching, with a specific emphasis on the College Board's AP CS Principles (AP CSP) curriculum.

Prerequisite(s): CS 104 or permission by instructor.

[View All Courses](#)

Computer Science, MS

The University of Alabama's Computer Science Department offers interdisciplinary graduate programs leading to master's and doctoral degrees.

Students in the master's degree program may pursue either a thesis or non-thesis option.

Research activity in the department includes active investigations in software engineering, cyber security, big data analytics, distributed autonomy and human-computer interaction, autonomous vehicles, networking and its applications, and computer science education.

Admissions

In addition to meeting the admission requirements established by the Graduate School, students applying for graduate study in the department must also meet the following general requirements:

- Demonstrated competence in programming.
- Completion of the equivalent of the department's undergraduate core computer science curriculum.
- Grades earned in all prior computer science courses must be above the grade of C+.
- It is strongly recommended that students who wish to be considered for funding opportunities submit a score from the GRE general exam.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Master of Science

Departmental degree requirements for the MS degree, which are in addition to those established by the College and by the Graduate School, are as follows for Plan I and Plan II students:

- Each Plan I candidate must earn a minimum of 24 semester hours of credit for coursework, plus a six-hour thesis under the direction of a faculty member.
- Each Plan II candidate must earn a minimum of 30 semester hours of credit for coursework, which may include a three-hour non-thesis project under the direction of a faculty member.
- Unlike the general College of Engineering requirements, graduate credit may not be obtained for courses at the 400-level.

Master of Science - Thesis Option (Plan I)

Code and Title	Hours
Core Course Requirements	
Select One Course from each of the Three Areas	
Software Courses:	3

CS 503	Programming Languages
CS 507	Software Interface Design
CS 516	Testing and Quality Assurance
CS 520	Software Evolution
CS 544	Software Security
CS 545	Software Reverse Engineering
CS 630	Empirical Software Engineering
Systems Courses:	
CS 538	Computer Comm & Networks
CS 548	Network Security
CS 567	Computer Systems Architecture
CS 581	High Performance Computing
CS 606	Analys Operating Systems
CS 613	Adv Computer Comm & Networks
CS 618	Wireless Mbile Netwrk Protocl
Theory Courses:	
CS 570	Computer Algorithms
CS 575	Formal Languages & Machines
Thesis Course Requirements	
CS 599	Thesis Research
Elective Courses	
Any graduate-level CS course. No more than 12 hours total can come from:	
CS 591	Special Topics In CS
CS 592	Independent Study
CS 691	Special Topics
CS 692	Independent Study
Courses taken outside of CS are subject to the approval of the student's advisor and the Graduate Program Director	
Total Hours	
30	

Master of Science - Non-Thesis Option (Plan II)

Code and Title	Hours
Core Course Requirements	
Select One Course from each of the Three Areas	
Software Courses:	
CS 503	Programming Languages
CS 507	Software Interface Design
CS 516	Testing and Quality Assurance
CS 520	Software Evolution
CS 544	Software Security
CS 545	Software Reverse Engineering
CS 630	Empirical Software Engineering
Systems Courses:	
CS 538	Computer Comm & Networks
CS 548	Network Security
CS 567	Computer Systems Architecture
CS 581	High Performance Computing
CS 606	Analys Operating Systems
CS 613	Adv Computer Comm & Networks
CS 618	Wireless Mbile Netwrk Protocl

Theory Courses: 3

CS 570 Computer Algorithms

CS 575 Formal Languages & Machines

Elective Courses 21

Any graduate-level CS course. No more than 12 hours total can come from:

CS 591 Special Topics In CS

CS 592 Independent Study

CS 691 Special Topics

CS 692 Independent Study

Courses taken outside of CS are subject to the approval of the student's advisor and the Graduate Program Director

Total Hours 30

Transfer Credit

Information on transfer credit can be found here. (p. 15)

Accelerated Master's Program

Computer Science and Cyber Security students can learn more at the Graduate School AMP Program page which can be accessed here (p. 7).

Comprehensive Exam

The student will complete a comprehensive exam. This exam is scheduled with the Graduate Program Director in the semester in which the student intends to graduate.

Plan I - Thesis Process Requirements

- The student must select a thesis advisor and a thesis committee. The committee must contain at least four members, including the thesis advisor. At least two members are faculty of the Computer Science department, and at least one member must be from outside the Department of Computer Science.
- The student must develop a written research proposal that contains an introduction to the research area, a review of relevant literature in the area, a description of problems to be investigated, an identification of basic goals and objectives of the research, a methodology and timetable for approaching the research, and an extensive bibliography.
- The student must deliver an oral presentation of the research proposal, which is followed by a question-and-answer session that is open to all faculty members and which covers topics related directly or indirectly to the research area. The student's committee will determine whether the proposal is acceptable based upon both the written and oral presentations.
- The student must develop a written thesis that demonstrates that the student has performed original research that makes a definite contribution to current knowledge. Its format and content must be acceptable to both the student's committee and the Graduate School.
- The student must defend the written thesis. The defense includes an oral presentation of the thesis research, followed by a question-and-answer session. The student's committee will determine whether the defense is acceptable.

Plan II - Non-Thesis Process Requirements

- The student may elect to replace 3 hours of course work with 3 hours of CS 598 Non-Thesis Research.
- The non-thesis research should be proposed in writing in advance, approved by the instructor, and a copy placed in the student's file.
- The non-thesis proposal should specify both the course content and the specific deliverables that will be evaluated to determine the course grade.

Time Limits for Degree Completion Requirements

Information on time limits for degree completion can be found here (p. 15).

Student Progress Requirement

Student progress requirements are located here (p. 28).

Academic Misconduct Information

Academic Misconduct information can be found here. (p. 7)

Withdrawals and Leave of Absence Information

Information regarding withdrawals and leave of absences is located here (p. 244).

Academic Grievances Information

Scholastic Grievances information is located here (p. 255).

Grades and Academic Standing

Scholastic Requirements information is located here (p. 28).

Graduate School Deadlines Information

Graduate School deadlines can be found on the Graduate School website.

Application for Graduation Information

Master's degree application information can be found here. (p.)

Computer Science, Ph.D.

The doctor of philosophy degree is regarded as a research degree and is granted on the basis of scholarly proficiency, distinctive achievement in a special field, and the capacity for independent, original investigation.

Admissions

In addition to meeting the admission requirements established by the Graduate School, students applying for graduate study in the department must also meet the following general requirements:

- A 3.5 GPA (on a 4.0 scale) or equivalent
- Demonstrated competence in programming
- Completion of the equivalent of the department's undergraduate core computer science curriculum
- It is strongly recommended that students who wish to be considered for funding opportunities submit a GRE score.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Core Course Requirements		Hours
Core CS Courses:		9
Software Courses		
CS 503	Programming Languages	
Systems Courses		
CS 538	Computer Comm & Networks	
Theory Courses		
CS 570	Computer Algorithms	
Focus Area Courses		6
Elective Graduate CS Courses:		15
Students may not count CS 592, CS 598, CS 599, CS 692 or CS 699 courses towards this total.		
At least 9 hours total of the Core CS Courses, Focus Area Courses, and the Elective Graduate CS Courses must be taken at the 600 level.		
Other coursework:		6
CS 592 or	Independent Study	
CS 692	Independent Study	
Additional graduate CS courses		
Courses taken outside of CS are subject to the approval of the Graduate Program Director and the student's advisor (where applicable). Students should contact the Graduate Program Director and their Advisor (where applicable) prior to registering for courses outside of CS.		
Dissertation Credit Hours:		18
CS 699	Dissertation Research	
Total Hours		54

Mentored Instructional Experience

- In their careers, PhD engineers are expected to be thought leaders, mentors, trainers of other developing professionals, and communicators with a variety of audiences. Therefore, in addition to technical training in their discipline, all UA College of Engineering PhD students will have a Mentored Instructional Experience (MIE) that will enhance their abilities in these critical areas of communication, giving and receiving formal feedback, mentoring, and training, as well as deepen their discipline-specific knowledge through educational support experiences (typically office hours, laboratory instruction, conducting recitations, preparing instructional materials, and guiding in-course design teams of undergraduate students).
- All PhD students will receive pedagogical training in these instructional support areas through a pedagogy practicum course(s). Computer Science students will be required to complete the three-hour course, ENGR 501 Graduate Assistant Pedagogy, during their first semester as graduate students at UA. In addition, each student shall complete a set of instructional experiences during designated semesters (2 semesters at 10 hours/week, 4 semesters at 5 hours/week, or the equivalent) under the guidance of a faculty mentor. Students are required to register for either one-credit hour or two-credit hours of the course CS 697 (PhD Mentored Instructional Experience) during each semester in which they are completing their instructional experiences, and students must complete a total of four-credit hours in CS 697.

This additional instructional practice is a graduation requirement.

Transfer Credit

Graduate coursework can be transferred from other institutions with department approval.

- Graduate School information on Transfer Credit (p. 21).

The department supports the block transfer option of an MS degree in Computer Science that meets Graduate School requirements and is approved by the student's research advisor and the Graduate Committee. An MS block transfer will count for 18 hours of the coursework requirements. The remaining 18 hours will be comprised of:

- 9 hours of 600-level courses
- 3 hours of Additional Graduate Courses (Students may not count CS 592, CS 598, CS 599, CS 692 or CS 699 courses towards this total.)
- 6 hours of Other Coursework, including
 - Additional Graduate CS Courses
 - CS 592 or CS 692
 - Courses taken outside of CS are subject to the approval of the Graduate Program Director and the student's advisor (where applicable). Students should contact the Associate Head for Graduate Studies and their Advisor (where applicable) prior to registering for courses outside of CS.

Doctoral Plan of Study Requirement

- Graduate School information for the Doctoral Plan of Study (p. 21).

Qualifying Exams

- The student must pass the Ph.D. Qualifying Exam.
- The student must select an advisor for their Ph.D. Qualifying Exam.
- The Ph.D. Qualifying Exam is composed of a Qualifying Exam Written Document and an Oral Presentation. The student must pass both portions.
 - The Written Document either describes original research (Track 1) or is a review paper on an assigned research topic (Track 2).
 - Written Document Track 2: The document must pass an initial editorial review, after which the written document is rated by the Ph.D. Qualifying Exam committee as either Pass or Fail.
 - Oral Presentation: the student must deliver a conference-style presentation of the research contained in the paper. The faculty members present will then question the student regarding the contents of the written document and the presentation. The members of the faculty who are present will rate the Oral Presentation as either a Pass or a Fail.
- Deadlines for taking the Ph.D. Qualifying Exam
 - The first attempt at the qualifying exam must occur at the beginning of the third semester in the PhD program.
 - Students are allowed two attempts to successfully complete the Ph.D. Qualifying Exam. Students who do not pass their first attempt must retake the exam at the next offering of the Ph.D. Qualifying Exam.

Admission to Candidacy Requirements

- A student is admitted to candidacy after the successful completion of both portions of the dissertation proposal.

Continuous Enrollment Policy

- Graduate School Policy on Continuous Enrollment (p. 21).

Dissertation Requirements

- The student must select a dissertation advisor and a dissertation committee. At least four members, including the dissertation advisor, must be from the faculty of the Department of Computer Science, and at least one member must be from outside the department.
- The student must develop a dissertation proposal composed of both a written document and an oral presentation.
 - The written document should contain an introduction to the research area, a review of relevant literature in the area, a description of problems to be investigated, an identification of basic goals and objectives of the research, a methodology and timetable for approaching the research, and an extensive bibliography.
 - The student must deliver an oral presentation of the dissertation proposal, which is followed by a question-and-answer session that is open to all faculty and which covers topics related directly or indirectly to the research area. The student's committee will then examine the proposal privately with the student.
- The student must develop a written dissertation that demonstrates that the student has performed original research that makes a definite contribution to current knowledge. Its format and content must be acceptable to both the student's committee and the Graduate School.
- The student must defend the written dissertation. The defense includes an oral presentation of the dissertation research, followed by a question-and-answer session. The student's committee will determine whether the defense is acceptable.
- Graduate School information on Dissertation Requirements (p. 21).

Time Limits for Degree Completion Requirements

- Graduate School information on Time Limits (p. 21).

Student Progress Requirement

- Students must complete the Qualifying Exam by the specified deadlines
- Graduate School information on Student Progress (p. 21).

Academic Misconduct Information

- Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

- Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

- Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

- Graduate School information on Grades and Academic Standing (p. 28)

Graduate School Deadlines Information

- Information on Graduate School Deadlines.

Application for Graduation Information

- Information on the Application for Graduation (p. 21).

Department of Electrical and Computer Engineering

The ECE Department offers two different paths to the MSEE degree: Plan I includes coursework, research, and the completion of a thesis. Plan II requires additional coursework and the completion of a culminating experience in place of a thesis.

The PhD is a degree based on coursework and research. This degree provides graduates with the background needed to become experts in their selected area of specialization.

During the first semester, a student enrolled in any graduate program should identify a primary faculty advisor and become familiar with all the required forms and deadlines associated with their program.

- Majors
 - Electrical Engineering, MS (p. 686)
 - Electrical Engineering, PhD (p. 690)

The faculty and students in ECE Department conduct research worth several million dollars annually in four core areas:

- **Devices and Materials**

This research area is focused on fundamental and applied research on materials and devices. Active research includes magnetic materials for electromagnetic devices in electric machines; synthesis of nanomaterials for electronic and photonic nanodevices; and oxide materials for MEMS piezoelectric and multiferroic sensors/actuators. A group of ECE faculty work on a broad spectrum of solid-state devices including solar cells, sensors, and terahertz (THz) biomedical imaging.

- **Electromechanical and Energy Systems**

This research area focuses on the design, development, and control of electrical systems as well as combined electrical and mechanical systems. On the electrical system side, research activities include electric power and energy systems and power electronics with modern applications covering renewable energy systems, microgrids, vehicle-grid integration, smart grid, energy internet, etc. Within the sub-discipline of power electronics, several faculty are involved in design and optimization of high-performance converters utilizing

emerging wide-bandgap semiconductor technology including Silicon Carbide (SiC) and Gallium Nitride (GaN) devices. Management and mitigation of electromagnetic interference (EMI) in high-frequency SiC and GaN converter systems is also an active area of research within the department. On the integrated electrical and mechanical system side, research activities include electric machines, energy conversion, and motion control systems with modern applications covering electric vehicles, wind energy conversion, smart homes and buildings, process automation, robotics, etc.

• Embedded Systems

This research area is focused on computing systems in all aspects and applications. Active research by the ECE faculty includes robotics, intelligent sensors, computer vision, machine learning, deep learning, wearable sensors, security and privacy in computing systems, intelligent wireless communications and networks, big data, tele-healthcare, systems-on-chip, virtual reality, IoT devices, biosensors, implantable devices, and autonomous ground, air, and underwater vehicles. This research area also covers embedded system hardware (microcontrollers and FPGAs), digital signal/image processing, real-time systems, and biomedical applications of computing devices.

• Electromagnetics

Electromagnetics involves solving Maxwell's four equations and is the foundation for electromagnetic device and system design. Maxwell's equations describe the laws of electricity and magnetism. Electromagnetics applies the four equations to electromagnetic device performance analysis. Microwave communications, radio propagation in antennas, microwave millimeter engineering, remote sensing, and object imaging are common subdisciplines.

Department Head

- Ricks, Kenneth G. (Interim)

Professors

- Abu Qahouq, Jaber
- Balasubramanian, Bharat
- Cheng, Mark Ming-Chen
- Gogineni, Siva Prasad - James R. Cudworth Professor of Electrical and Computer Engineering and Aerospace Engineering and Mechanics
- Hu, Fei
- Kim, Seongsin Margaret
- Li, Dawen
- Li, Shuhui
- Ricks, Kenneth
- Sazonov, Edward - James R. Cudworth Professor of Electrical and Computer Engineering - Associate Department Head for Graduate Programs

Associate professors

- Freeborn, Todd
- Jeong, Nathan
- Kotru, Sushma
- Kung, Patrick - Associate Department Head for Undergraduate Programs
- Lemmon, Andrew - Graduate Program Director
- Song, Aijun
- Taylor, Andrew - Undergraduate Program Director

Assistant professors

- Baker, Nick
- Neshani, Sara
- Reyhanigalangashi, Omid
- Sun, Shunqiao
- Wang, Lusha

Master's degree students may earn graduate credit for a maximum of 6 semester hours of 400-level course credit but only if a form for Approval of 400-Level Course Work for Master's Credit (p. 7) is approved by the department and Graduate School prior to the semester in which the 400-level coursework will be taken.

ECE508 Communications

Hours 3

Analog and digital communication systems, random signals, sampling, filtering, analog-to-digital encoding, advanced digital modulation/demodulation, source encoding/decoding, channel encoding/decoding, multiplexing, system performance analysis.

Prerequisite(s): ECE 370 and MATH 355

ECE509 Communications Lab

Hours 1

Modeling and design of communication systems. Familiarization with specialized communications equipment and techniques. Proper use of laboratory instruments.

Prerequisite(s): ECE 370 and MATH 355

Prerequisite(s) with concurrency: ECE 508

[View All Courses](#)

Electrical Engineering, MS

The Master of Science in Electrical Engineering (MSEE) degree may be obtained through either of two plans.

1. Plan I (thesis research)
2. Plan II (non-thesis option)

Admissions

A. Regular Admission Requirements

For regular to the graduate program in the ECE Department, a prospective graduate student should have:

- A Bachelor's degree, at the time of initial enrollment, in Electrical or Computer Engineering or related field from an ABET-accredited program. Applications who are graduates of a non EAC/ABET-accredited program will be considered.
- Grade point average of at least 3.0 on a 4.0 scale, 3.0 for the last 60 semester hours in a degree program, or 3.0 for a completed graduate program.
- Combined verbal and quantitative GRE requirement of 300 or greater.

There is no minimum score on the writing section of the GRE for admission to the MSEE Program.

GRE Verbal and Analytical Writing scores must be consistent with an international applicant's English language score.

Non-native speakers are required to submit unofficial TOEFL, IELTS, DET, or PTE scores (official scores are submitted on admission) unless they meet at least one of the following criteria:

- At the time of initial enrollment, they will hold a degree from a U.S. institution or an institution in one of the English-speaking countries or regions in the link below;
- At the time of initial enrollment, they will have been enrolled in coursework for at least two years at a U.S. institution or an institution in one of the English-speaking countries or regions in the link below;
- They are a citizen or legal resident of one of the English-speaking countries or regions in the link at: <https://graduate.ua.edu/applicants/international-students/>

The minimum score(s) to be considered for regular admission:

TOEFL: 79, IELTS: 6.5, DET: 110, PTE: 59.

Admission with Permission to Continue may be granted to applicants who do not meet these requirements, for example those who have degrees in related fields or a GPA below 3.0.

Please see the Graduate School website for more details.

B. Accelerated Master's Program (AMP) Admission Requirements

The Accelerated Master's Program (AMP) allows undergraduate students to simultaneously count up to 6 hours of graduate coursework toward both the undergraduate and graduate degrees. The **GRE admissions test and recommendation letter requirements are automatically waived for AMP applicants.**

Please see the Graduate School catalog page for admission requirements for the Accelerated Master's Program (p. 7).

C. Admission Requirements for Applicants Without an Electrical Engineering or Computer Engineering Bachelor's Degree

Applicants without an electrical engineering or computer engineering bachelor's degree may be admitted with Permission to Continue. Such students will be required to complete successfully three 400-level electrical engineering courses, each in a different sequence area. Successful completion requires a "B" or better in the course. Slash-listed (400/500) courses taken to satisfy this policy cannot be counted toward the graduate degree. Equivalent undergraduate or graduate courses in related fields (for example, electromagnetics in physics, computer architecture in computer science, or control in mechanical engineering) may be counted as a course in the corresponding electrical engineering area upon approval by the Electrical and Computer Engineering Graduate Program Director.

D. Required Application Materials

In addition to the online application form, the following information is required as part of your application:

1. A short Statement of Purpose describing possible research/study interests
2. Resume
3. External applicants should submit three letters of recommendation
4. English proficiency test results (TOEFL, IELTS, DET, PTE) if required
5. GRE test scores
6. Transcripts for any institutions where 15 or more credit hours were completed

E. Application Deadlines

There are no formal deadlines for graduate applications. Once an application is complete, the internal review process typically takes 2-3

weeks. However, **international applicants** should consider the time required to obtain any necessary visa documents.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Master of Science in Electrical Engineering (MSEE) degree may be obtained through either of two plans, which are detailed in this section.

MSEE – Thesis Option (Plan 1)

Code and Title	Hours
Area of Concentration	
A minimum of 12 hours of Electrical and Computer Engineering (ECE) designated courses in the student's area of concentration, as defined by the advisory committee.	12
Elective Area of Study	
A minimum of 9 hours of courses in an elective area approved by the advisory committee.	9
Mathematics or Science	
A minimum of 3 hours of Mathematics (MATH, ST, or GES) or Science (Physics, Chemistry, or Biology) courses at the 500 level or above.	3
Graduate Research Seminar	
One hour of seminar (ECE 695 Graduate Research Seminar). This can be part of the Area of Concentration or the Elective Area of Study.	
Total Coursework Hours	24
Thesis Course	
ECE 599 Thesis Research (A minimum of 6 hours of thesis research are required.)	6
Minimum Total Hours	30

Additional Requirements:

- A minimum of 3 hours of closely related Electrical and Computer Engineering (ECE) designated courses in the student's Area of Concentration must be at the 600 level.
- No more than 6 hours may be from courses at the 400 level. In order to receive degree credit, 400-level courses require written application and approval by the Graduate School prior to the semester in which any 400-level course is to be taken.
- The Graduate Research Seminar can be considered as part of the student's Area of Concentration or Elective Area of Study with approval from the student's advisory committee.
- A student's curriculum and thesis must be approved by the student's graduate advisory committee. The student must pass a final comprehensive examination, which is typically a presentation and defense of the thesis. In addition, the student must satisfy all University requirements defined in the current edition of The University of Alabama Graduate Catalog.

The MSEE Plan I candidate's committee will consist of three department faculty. The MSEE Plan I candidate's committee is responsible for administering the thesis defense.

MSEE – Non-Thesis Option (Plan II):

Code and Title	Hours
Area of Concentration	
A minimum of 12 hours of Electrical and Computer Engineering (ECE) designated courses in the student's area of concentration, as defined by the advisor.	12

Elective Area of Study

A minimum of 12 hours of courses in an elective area approved by the advisor.	12

Mathematics or Science

A minimum of 3 hours of Mathematics (MATH, ST, or GES) or Science (Physics, Chemistry, or Biology) courses at the 500 level or above.	3

Graduate Research Seminar

One hour of seminar (ECE 695 Graduate Research Seminar). This can be part of the Area of Concentration or the Elective Area of Study.	

Culminating Experience

ECE 598	Non-Thesis Research (A minimum of 3 hours of non-thesis research are required.)	3

Total Hours	30

Additional requirements:

- A minimum of 3 hours of closely related Electrical and Computer Engineering (ECE) designated courses in the student's Area of Concentration must be at the 600 level.
- No more than six (6) hours may be courses at the 400 level. In order to receive degree credit, 400-level courses require written application and approval by the Graduate School prior to the semester in which any 400-level course is to be taken.
- The Graduate Research Seminar can be considered as part of the student's Area of Concentration or Elective Area of Study with approval from the student's advisory committee.
- A student's curriculum must be approved by the student's graduate adviser, which must be chosen during the first semester of the degree program.
- The graduate advisor must also approve either of the following to satisfy University of Alabama Graduate School culminating experience requirement for an MS Plan II degree:
 1. Submission of a manuscript, authored or co-authored by the candidate, to a refereed journal or conference proceeding;
 2. A written research report submitted to the advisor.

During the first semester in the MSEE Plan II program, the candidate must select an adviser from the department faculty who will be responsible for administering the culminating experience.

For AMP students, 6 credit hours can be double counted towards both the bachelor's and master's degree. Of the double counted hours, a maximum of 3 may be from the student's minor.

Graduate Courses

Graduate courses are those with numbers in the 500-level and 600-level. 500-level courses are intermediate-level courses and are often associated with Master's-level work. 600-level courses are advanced-level courses and are often associated with PhD-level work. However, both MSEE and PhD plans of study can contain both 500- and 600-level courses.

Graduate courses are listed in the Graduate Catalog at: Electrical and Computer Engineering Courses.

Courses taken for graduate credit generally cannot be repeated. This includes audited courses. Required courses can be repeated for credit if the student makes a D or F grade with the recommendation of the Department Head and the Dean of the Graduate School.

Note that 400-level courses are generally not acceptable for graduate degree requirements. However, there are strict exceptions to this rule as described below in the "Grades and Academic Standing" section.

Undergraduate students enrolled in the Accelerated Masters Program may double count a limited number of graduate course hours as undergraduate electives. More information about his program is available on the Graduate School web site.

Graduate Seminar

The ECE department holds a seminar series each regular academic term.

In addition to student presentations, outside speakers distinguished in some area of engineering are invited to make seminar presentations. Graduate students are expected to attend these seminars.

There is a one-hour course that students may take to obtain course credit for this seminar series each semester. MSEE students (both Plan I and Plan II) are required to complete 1 hour of seminar before graduation.

Grades and Academic Standing

Grades in graduate courses are assigned on the A, B, C, D, F system. Plus and minus grades are not used for graduate courses. A weighted grade point average (GPA) is computed using 4 points for A's, 3 for B's, 2 for C's, 1 for D's and 0 for F's. In order to be in good academic standing and to graduate, a student must maintain at least a B average (GPA ≥ 3.0). Graduate students with 12 or more credit hours and a GPA < 3.0 will be placed on academic warning and may not hold a graduate assistantship. To remain in the program, students on academic warning must raise their GPA to 3.0 or better by the end of the semester following being placed on academic warning.

400-Level Courses:

While 400-level courses may be applied toward a master's degree, see Section 4.9 of the Graduate Catalog for some very important considerations that should be noted. For example, approval for such coursework must be obtained before the course is taken and it will only count if a graduate course on the same topic is not available. Students are expected to do additional work as well. Note 400-Level courses may not be accepted for a doctoral degree except when taken as part of the master's degree. It is very rare that a 400-level course will count toward a graduate degree. Consult with your advisor or graduate program director prior to pursuing this option.

Please see the Grades and Academic Standing (p. 28) catalog page.

Transfer Credit

The UA Graduate Catalog provides a comprehensive high-level description of graduate transfer credit policies.

Please see the Graduate School information on Transfer Credit (p. 15) and ECE-specific procedures on ECE website.

Comprehensive Examination

A final comprehensive examination is required of all MSEE candidates. The content of this exam depends on the candidate's degree program.

Plan I MSEE candidates submit a thesis of their research work to the committee members and defend their thesis work in a formal presentation.

Plan II MSEE candidates can satisfy the comprehensive exam via one of the following:

- Pass a formal defense of a conference or journal paper in which the student is an author. The student must meet with the advisor and report on their portion of the work described in the paper.
- Submit a written research report on a topic defined by the academic advisor.

The specific format of this exam is at the discretion of the advisor. Both options require 3 hours of ECE 598 Non-Thesis Research.

Note that the examination must be passed and the results filed with the Graduate School on the Master's Examination Form no later than the deadline posted by the Graduate School at: <https://graduate.ua.edu/current-students/student-deadlines/>.

Plan I – Thesis Process Requirements

A. Thesis

The thesis is a formal research document and must be prepared following the Graduate School's thesis and electronic submission guidelines (<https://graduate.ua.edu/students/thesis-and-dissertation/>). A student's thesis will be reviewed by their thesis advisor and advisory committee.

Once they are satisfied with the thesis, the student and thesis advisor will schedule the Comprehensive Exam/Thesis Defense. After successfully defending the thesis, there may be final corrections and revisions required to the thesis before the committee gives their final approval. Such conditions should be considered in scheduling the presentation/defense relative to the Graduate School submission deadlines.

B. Thesis Defense

The final step in the pursuit of the MSEE degree (Plan I) is a formal defense of the completed thesis before the student's graduate advisory committee. The thesis defense consists of two major components.

The first component is a technical presentation that summarizes the major findings of the thesis. This presentation should include a survey of the available literature and a summary of the major technical achievements of the research. The technical presentation is followed by a question-and-answer session, during which audience members may ask the student specific questions about his or her thesis research. This portion of the defense must be open to the public.

The second component of the thesis defense is a closed question & answer session that is restricted to the defending student and the graduate advisory committee. This portion of the defense is not open to the public. The graduate advisory committee will typically ask a series of detailed questions about the student's research. After the committee has concluded asking questions, the student will be asked to leave the room so that the committee may deliberate and render a decision on whether the student has passed or failed the defense. After a decision has been reached, the student will be called back into the room and notified of this decision.

The thesis defense must be announced publicly. The procedure for public announcement is as follows. No less than four weeks before the scheduled defense date, the student must complete a thesis announcement document, which includes the following elements: the student's name, the student's email address, the advisor's name, the thesis title, and abstract of no more than 300 words, and the scheduled date and time of the defense. A template of this announcement form is available from the ECE office staff.

When the thesis announcement document is complete, it should be sent to the ECE office staff for distribution. This will generally be done at the same time that the room reservation for the defense is scheduled. To ensure that this policy is enforced, ECE office staff will not schedule a

room for a thesis defense without first receiving the completed thesis announcement document. After receiving this document, the ECE office staff will add the confirmed room location and will then send this document to the department email distribution list. The document will also be posted to the ECE department website and sent to the office of the Dean for further distribution within the College of Engineering.

Graduate Advisory Committee

Every MSEE candidate (Plan I) is responsible for working with their advisor to select a faculty committee to oversee the candidate's progress toward earning the MSEE degree. The MSEE Plan I candidate's committee will consist of at least three members of the faculty. At least two of the members must be from the ECE Department faculty. Up to one member may be from outside the department. The MSEE Plan I committee will work with the advisor to approve the candidate's plan of study, evaluate the candidate's thesis and thesis defense, and help the candidate with any problems that may arise in the course of obtaining the MSEE degree.

The MSEE Plan II candidate does not have to form a committee, but instead select an advisor from the members of the ECE Department faculty. The advisor will be responsible for administering the culminating experience.

Time Limits for Degree Completion

All requirements for the MSEE degree must be completed during the six years prior to the date that the degree is awarded.

Please see the Graduate School catalog page for information on Time Limits (p. 15).

Student Progress Requirement

Please see Satisfactory Academic Progress Website.

Academic Misconduct Information

Please see the Graduate School catalog page for information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Please see the Graduate School catalog page for information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Please see the Grievance Procedure (p. 255) catalog page.

Grades and Academic Standing

Please see the Grades and Academic Standing (p. 28) catalog page.

Graduate School Deadline Information

Please see the Graduate School website.

Application for Graduation Information

Please see the Graduate School catalog page for information on the Application for Graduation (p. 15).

Unconditionally admitted full-time graduate students may seek and receive financial assistance in the form of a graduate assistantship. Assistantships generally include a monthly stipend as well as all or a part of tuition and health insurance. Graduate assistantships are highly

competitive and being admitted into the graduate program does not in any way guarantee an assistantship award.

Graduate Research Assistantships (GRAs) are awarded by individual professors with funded research. Applicants should communicate directly with a faculty member in the applicant's area of interest concerning the availability of GRA positions and a potential match.

The ECE Department offers Graduate Teaching Assistantships (GTAs) for students assisting faculty members with undergraduate courses and laboratories. GTA awards are determined by the ECE Department Administration at the request of individual faculty members who submit GTA applications on behalf of their students. A university-wide requirement for all GTAs is that they should either have English as their native language or have successfully completed an English language proficiency course and passed an English language proficiency exam administered by UA's English Language Institute. The English language proficiency exam and course process typically require at least one semester. There is a limited number of GTA positions each semester.

The GRAs and GTAs must register for a minimum number of credit hours based upon their level of funding as described in the Graduate Catalog. GTAs/GRAs are also expected to perform a minimum number of work hours per week as part of their position. A full-time GTA/GRA is expected to work 20 hours per week; a half-time GTA/GRA is expected to work 10 hours per week. Accepting an assistantship implies an obligation on the part of the student. Students supported by an assistantship are expected to fulfill their roles as students, meeting all academic requirements, as well as carrying out teaching and/or research assignments. Students who do not maintain good academic standing, as defined in the UA Graduate School, are not eligible for assistantships.

Assistantships may also be terminated by faculty advisors for unsatisfactory performance of the assigned research and/or teaching duties, as defined by ECE Department GRA/GTA Student Employee Performance Standards. The ECE Department is not obligated to provide funding for students terminated from their positions. Additionally, the possibility of future funding requires continued enrollment in the electrical and computer engineering graduate program, the availability of funding, and satisfactory progress toward degree objectives. It should be noted that a loss in funding does not equal dismissal from a program, for students in good academic standing and who have not been found to have committed misconduct worthy of dismissal.

Domestic students may be eligible for student loans and other financial aid and should visit the UA Financial Aid Office website to learn more about these options.

Additional support is available in the form of fellowships, available from the University and other funding agencies. Applicants are encouraged to visit the Graduate School website to learn more about these opportunities, application requirements and deadlines. Some professional societies also offer assistance to new graduate students.

Qualified applicants are encouraged to apply for fellowships like the NSF Graduate Research Fellowship, the DoD SMART Fellowship, the Alabama Space Grant Consortium Fellowship, and UA's Graduate Council Fellowship. Note that most of these have early application deadlines and some require interaction with a nominating faculty member.

Additional information can be found on the Financial Assistance page of the Graduate Catalog.

Electrical Engineering, Ph.D.

Ph.D. in Electrical Engineering

The Department of Electrical and Computer Engineering offers a Doctor of Philosophy degree in Electrical Engineering. This is a research-based degree where students are required to propose, complete, and defend an approved dissertation on a research topic that contributes to the field.

The Ph.D. program in Electrical Engineering provides students with the opportunity to work with leading, world-renowned faculty members in four core research areas:

- **Devices and Materials**

This research area is focused on fundamental and applied research on materials and devices. Active research includes magnetic materials for electromagnetic devices in electric machines; synthesis of nanomaterials for electronic and photonic nanodevices; and oxide materials for MEMS piezoelectric and multiferroic sensors/actuators. A group of ECE faculty work on a broad spectrum of solid-state devices including solar cells, sensors, and terahertz (THz) biomedical imaging.

- **Electromechanical and Energy Systems**

This research area focuses on the design, development, and control of electrical systems as well as combined electrical and mechanical systems. On the electrical system side, research activities include electric power and energy systems and power electronics with modern applications covering renewable energy systems, microgrids, vehicle grid integration, smart grid, energy internet, etc. Within the sub-discipline of power electronics, several faculty are involved in design and optimization of high-performance converters utilizing emerging wide-bandgap semiconductor technology including Silicon Carbide (SiC) and Gallium Nitride (GaN) devices. Management and mitigation of electromagnetic interference (EMI) in high-frequency SiC and GaN converter systems is also an active area of research within the department. On the integrated electrical and mechanical system side, research activities include electric machines, energy conversion, and motion control systems with modern applications covering electric vehicles, wind energy conversion, smart homes and buildings, process automation, robotics, etc.

- **Embedded Systems**

This research area is focused on computing systems in all aspects and applications. Active research by the ECE faculty includes robotics, intelligent sensors, computer vision, machine learning, deep learning, wearable sensors, security and privacy in computing systems, intelligent wireless communications and networks, big data, tele-healthcare, systems-on-chip, virtual reality, IoT devices, biosensors, implantable devices, and autonomous ground, air, and underwater vehicles. The research area also covers embedded system hardware (microcontrollers and FPGAs), digital signal/image processing, real-time systems, and biomedical applications of computing devices.

- **Electromagnetics**

Electromagnetics involves solving Maxwell's four equations and is the foundation for electromagnetic device and system design. Maxwell's equations describe the laws of electricity and magnetism. Electromagnetics applies the four equations to electromagnetic device performance analysis. Microwave communications, radio propagation in antennas, microwave millimeter engineering, remote sensing, and object imaging are common subdisciplines.

Admissions

A. Regular Admission Requirements

For regular admission to the graduate program in the ECE Department, a prospective graduate student should have:

- Bachelor's degree in Electrical or Computer Engineering or related field from an ABET-accredited program. Applications who are graduates of a non EAC/ABET-accredited program will be considered.
- Grade point average of at least 3.0 on a 4.0 scale, 3.0 for the last 60 semester hours in a degree program, or 3.0 for a completed graduate program.
- Combined verbal and quantitative GRE requirement of 300 or greater.

There is no minimum score on the writing section of the GRE for admission to the Ph.D. Program.

GRE Verbal and Analytical Writing scores must be consistent an international applicant's English language score.

Non-native speakers are required to submit unofficial TOEFL, IELTS, DET, or PTE scores (official scores are submitted on admission) unless they meet at least one of the following criteria:

- At the time of initial enrollment, they will hold a degree from a U.S. institution or an institution in one of the English-speaking countries or regions in the link below;
- At the time of initial enrollment, they will have been enrolled in coursework for at least two years at a U.S. institution or an institution in one of the English-speaking countries or regions in the link below;
- They are a citizen or legal resident of one of the English-speaking countries or regions in the link at: <https://graduate.ua.edu/applicants/international-students/>

The minimum score(s) to be considered for regular admission:

TOEFL: 79, IELTS: 6.5, DET: 110, PTE: 59.

Admission with Permission to Continue may be granted to applicants who do not meet these requirements, for example those who have degrees in related fields or a GPA below 3.0.

Please see the Graduate School website for more details.

B. Admission Requirements for Applicants Without an Electrical Engineering or Computer Engineering Bachelor's Degree

Applicants without an electrical engineering or computer engineering bachelor's degree may be admitted with Permission to Continue. Such students will be required to complete successfully three 400-level electrical engineering courses, each in a different sequence area. Successful completion requires a "B" or better in the course. Slash-listed (400/500) courses taken to satisfy this policy cannot be counted toward the graduate degree. Equivalent undergraduate or graduate courses in related fields (for example, electromagnetics in physics, computer architecture in computer science, or control in mechanical engineering) may be counted as a course in the corresponding electrical engineering area upon approval by the Electrical and Computer Engineering Graduate Program Director.

C. Required Application Materials

In addition to the online application form, the following information is required as part of your application:

1. A short Statement of Purpose describing possible research/study interests

2. Resume
3. External applicants should submit three letters of recommendation
4. English proficiency test results (TOEFL, IELTS, DET, PTE)
5. GRE test scores
6. Transcripts for any institutions where 15 or more credit hours were completed

D. Application Deadlines

There are no formal deadlines for graduate applications. Once an application is complete, the internal review process typically takes 2-3 weeks. However, **international applicants** should consider the time required to obtain any necessary visa documents.

Curricular Requirements

Code and Title		Hours
Major Area of Concentration		
A minimum of 21 hours of Electrical and Computer Engineering (ECE) designated courses in the student's area of concentration, as defined by the advisory committee, with at least 12 of these hours at the 500-level or above. At least 9 hours should be at the 600 level. Courses at the 400-level will only be applied to this hour requirement if they were completed as part of the student's master's degree requirements.		21
Minor Area of Concentration		
A minimum of 9 hours of courses in a minor in Electrical and Computer Engineering or other approved area, as defined by the advisory committee, all of which are to be at the 500-level or above.		9
Mathematics or Science		
A minimum of 3 hours of Mathematics (MATH, ST, or GES) or Science (Physics, Chemistry, or Biology) courses at the 500-level or above.		3
Graduate Research Seminar		
ECE 695	Graduate Research Seminar (3 hours of seminar. This can be part of the Major Area of Concentration or the Minor Area of Concentration.)	3
Total Coursework Hours		36
Dissertation Research		
A minimum of 18 hours of dissertation research (ECE 699 Dissertation Research) are required.		18
Total Hours		54

Additional Requirements:

- A maximum of 18 credit hours earned for coursework taken to complete a master's degree can be applied to the doctoral coursework requirement.
- The Graduate Research Seminar can be considered as part of the student's Major Area of Concentration or Minor Area of Concentration with approval from the student's advisory committee. However, the minimum of 36 coursework hours must still be met.
- A student's curriculum and dissertation must be approved by the student's graduate advisory committee. All candidates must pass a written and oral qualifying examination, administered by the graduate advisory committee, at such a time as the candidate's adviser deems appropriate and in accordance with departmental policy. The oral portion of the qualifying examination is typically as the presentation of a dissertation proposal. Furthermore, all candidates must pass

a final examination, which generally consists of a presentation and defense of the dissertation.

- A doctoral student must fulfill the residency requirements set forth by The University of Alabama Graduate School.
- As part of their research, a student must have at least one journal manuscript accepted for publication.
- Until a Ph.D. student is admitted to candidacy for the doctoral degree, ECE 698 should be taken to reflect research hours. Credit hours awarded for ECE 698 do not count toward the Ph.D. degree and ECE 698 hours cannot be converted into ECE 699 hours.

Mentored Instructional Experience

In their careers, PhD degree holders are expected to be thought leaders, mentors, trainers of other developing professionals, and communicators with a variety of audiences. Therefore, in addition to technical training in their discipline, all UA College of Engineering PhD students will have a Mentored Instructional Experience that will enhance their abilities in these critical areas of communication, giving and receiving formal feedback, mentoring, and training, as well as deepen their discipline-specific knowledge through educational support experiences (typically office hours, laboratory instruction, conducting recitations, preparing instructional materials, and guiding in-course design teams of undergraduate students).

All PhD students will receive pedagogical training in one or more of these instructional support areas through a pedagogy practicum course, ECE 697 PhD Instructional Training ECE 697 PhD Instructional Training ECE 697 PhD Instructional Training . As part of this course, each student shall complete a set of instructional experiences during designated semesters under the guidance of a faculty mentor.

This additional instructional practice is a graduation requirement.

Graduate Seminar

The ECE department holds a seminar series each regular academic term.

In addition to student presentations, outside speakers distinguished in some area of engineering are invited to make seminar presentations. Graduate students are expected to attend these seminars.

There is a one-hour course that students may take to obtain course credit for this seminar series each semester. Ph.D. students are required to complete 3 hours of seminar before graduation.

Grades and Academic Standing

Please see the Grades and Academic Standing (p. 28) catalog page.

Transfer Credit

The UA Graduate Catalog provides a comprehensive high-level description of graduate transfer credit policies.

Please see the Graduate School information on Transfer Credit (p. 21) and ECE-specific procedures on ECE website.

Doctoral Plan of Study Requirements

Graduate School Information on the Doctoral Plan of Study can be found here (p. 21).

Residence Requirements

In addition to completing a minimum of 50% of the graduate coursework at The University of Alabama (UA), all of the dissertation research hours (699) must be earned while attending UA. Note that 599 hours are not the same as 699 and these hours generally cannot be converted. Note also that once ECE 699 courses are started, students must continuously

register for a minimum of 3 hours of ECE 699 each semester until graduating. There are a few exceptions for the final semester, depending on when the dissertation defense is completed. See the Graduate Catalog for additional information.

Comprehensive Qualifying Examination

The Ph.D. qualifying examination is a formal process used to evaluate a student's capacity for successfully completing the Ph.D. program.

Successful completion of the qualifying examination is required of all Ph.D. students prior to admission to candidacy. The qualifying examination consists of both an oral and a written component, which may be administered at different times. However, both portions of the qualifying exam must be completed at least nine months before graduation. It is also noted that the qualifying exam and the dissertation defense cannot occur within the same semester.

Written Component

The content, nature, and format of the written component of the qualifying examination is determined by the student's graduate advisory committee. This portion of the qualifying examination may be taken when the advisory committee determines that sufficient coursework has been completed, but no later than the semester immediately after all coursework has been completed. Prior to issuing the written component to the student, the chair of the graduate advisory committee will submit a written statement defining the content, duration, and nature of the exam to the Department Head, each member of the advisory committee, and the student.

The written examination will be based upon graduate-level coursework in the student's major area of concentration. The examination provides a vehicle for the student to demonstrate the capability to apply independent thinking by bringing together material from a number of different courses.

There is no specific requirement for the content or format of the written portion of the qualifying examination. However, graduate advisory chairs often request that members of the graduate advisory committee contribute a suitable set of questions or a project, which collectively represent a comprehensive qualifying examination for the student. External graduate advisory committee members may also contribute questions if desired, at the discretion of the graduate advisory chair.

In this model, the questions or projects contributed by the members of the graduate advisory committee may be open-ended (requiring literature review, etc.) or they may be taken from graduate coursework. Regardless of approach, it is generally recommended that the scope of each committee member's questions be constrained such that the student can complete them in 1-2 weeks of concentrated effort.

The graduate advisory committee will decide whether the student passed or failed the written exam. The chair of the graduate advisory committee will inform the student and the Department Head in writing of this result within two weeks of the completion of the written exam. Students may take this written exam only twice. The graded exam will become part of the student's academic file. The written portion of the qualifying examination must be successfully completed prior to undertaking the oral portion of the qualifying exam.

Oral Component

The oral component of the qualifying examination will include a formal presentation of the dissertation proposal to the graduate advisory committee. At least two weeks prior to this presentation, the student must submit a written draft of the proposal to the graduate advisory committee, who approves the formal proposal defense. When the student

has presented a satisfactory proposal, the chair of the graduate advisory committee will inform the Department Head that the student passed both the written and oral portion of the Qualifying Exam.

Candidacy and Continuous Registration

A student who has successfully completed the qualifying examinations and has had a dissertation research proposal approved will be admitted to *candidacy* for the doctoral degree. The completed candidacy form with attached Plan of Study is submitted to the Graduate School well in advance of the final semester. Students admitted to candidacy are expected to pursue completion of the dissertation without interruption by enrolling each semester following admission to candidacy for at least three hours of dissertation research (ECE 699).

Dissertation and Final Examination Requirements

The dissertation research and dissertation are the defining elements of the Ph.D. degree. The dissertation must demonstrate independent, original scholarship within the field.

The dissertation is a formal research document and must be prepared following the Graduate School guidelines. The dissertation will be reviewed by the advisor and advisory committee. The advisor will help in scheduling the student's Final Exam/Dissertation Defense. After a successful defense, there may be additional corrections and revisions required by the committee. Such conditions should be considered in scheduling the presentation/defense relative to the Graduate School submission deadlines.

The article-style dissertation can be used as an alternate to the traditional dissertation format. This format is beneficial for publication of the dissertation research.

Dissertation Defense

The final step in the pursuit of the Ph.D. degree is a formal defense of the completed dissertation before the student's graduate advisory committee. The dissertation defense consists of two major components.

The first component is a technical presentation that summarizes the major findings of the dissertation. This presentation should include a survey of the available literature, a summary of the major technical achievements of the research described in the dissertation, and a synopsis of the contributions of the research to the broader engineering community. The technical presentation is followed by a question-and-answer session, during which audience members may ask the student specific questions about his or her dissertation research. This portion of the defense must be open to the public.

The second component of the dissertation defense is a closed question & answer session that is restricted to the defending student and the graduate advisory committee. This portion of the defense is not open to the public. The graduate advisory committee will typically ask a series of detailed questions about the student's dissertation research. After the committee has concluded asking questions, the student will be asked to leave the room so that the committee may deliberate and render a decision on whether the student has passed or failed the dissertation defense. After a decision has been reached, the student will be called back into the room and notified of this decision.

The dissertation defense must be announced publicly. The procedure for public announcement is as follows. No less than four weeks before the scheduled defense date, the student must complete a dissertation announcement document, which includes the following elements: the student's name, the student's email address, the advisor's

name, the dissertation title, and abstract of no more than 300 words, and the scheduled date and time of the defense. A template of this announcement form is available from the ECE office staff.

When the dissertation announcement document is complete, it should be sent to the ECE office staff for distribution. This will generally be done at the same time that the room reservation for the defense is scheduled.

To ensure that this policy is enforced, ECE office staff will not schedule a room for a dissertation defense without first receiving the completed dissertation announcement document. After receiving this document, the ECE office staff will add the confirmed room location and will then send this document to the department email distribution list. The document will also be posted to the ECE department website and sent to the office of the Dean for further distribution within the College of Engineering.

Graduate Advisory Committee

Every Ph.D. candidate is responsible for working with his/her advisor to select an advisory committee of five or more members. The candidate's committee will consist of the advisor plus at least three members of the department's faculty plus at least one faculty member from outside the department. The committee will work with the advisor to approve the candidate's plan of study, to evaluate the candidate's dissertation and plan the dissertation defense, as well as to help the candidate with any problems that may arise in the course of obtaining the Ph.D. degree.

Time Limits for Degree Completion

All requirements for the Ph.D. degree must be completed during the nine years immediately prior the date that the degree is awarded.

Please see the Graduate School catalog page (p. 21) under the heading "Time Limits".

Student Progress Requirement

Please see the Satisfactory Academic Progress Website.

Academic Misconduct Information

Please see the Graduate School catalog page for information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Please see the Graduate School catalog page for information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Please see the Grievance Procedure (p. 255) catalog page.

Application and Deadlines for Graduation

Please see the Graduate School catalog page for information on the Application for Graduation (p. 21).

Unconditionally admitted full-time graduate students may seek and receive financial assistance in the form of a graduate assistantship.

Assistantships generally include a monthly stipend as well as all or a part of tuition and health insurance. Graduate assistantships are highly competitive and being admitted into the graduate program does not in any way guarantee an assistantship award.

Graduate Research Assistantships (GRAs) are awarded by individual professors with funded research. Applicants should communicate directly with a faculty member in the applicant's area of interest concerning the availability of GRA positions and a potential match.

The ECE Department offers Graduate Teaching Assistantships (GTAs) for students assisting faculty members with undergraduate courses and laboratories. GTA awards are determined by the ECE Department Administration at the request of individual faculty members who submit GTA applications on behalf of their students. A university-wide requirement for all GTAs is that they should either have English as their native language or have successfully completed an English language proficiency course and passed an English language proficiency exam administered by UA's English Language Institute. The English language proficiency exam and course process typically require at least one semester. There is a limited number of GTA positions each semester.

The GRAs and GTAs must register for a minimum number of credit hours based upon their level of funding as described in the Graduate Catalog. GTAs/GRAs are also expected to perform a minimum number of work hours per week as part of their position. A full-time GTA/GRA is expected to work 20 hours per week; a half-time GTA/GRA is expected to work 10 hours per week. Accepting an assistantship implies an obligation on the part of the student. Students supported by an assistantship are expected to fulfill their roles as students, meeting all academic requirements, as well as carrying out teaching and/or research assignments. Students who do not maintain good academic standing, as defined in the UA Graduate School, are not eligible for assistantships.

Assistantships may also be terminated by faculty advisors for unsatisfactory performance of the assigned research and/or teaching duties, as defined by ECE Department GRA/GTA Student Employee Performance Standards. The ECE Department is not obligated to provide funding for students terminated from their positions. Additionally, the possibility of future funding requires continued enrollment in the electrical and computer engineering graduate program, the availability of funding, and satisfactory progress toward degree objectives. It should be noted that a loss in funding does not equal dismissal from a program, for students in good academic standing and who have not been found to have committed misconduct worthy of dismissal.

Domestic students may be eligible for student loans and other financial aid and should visit the UA Financial Aid Office website to learn more about these options.

Additional support is available in the form of fellowships, available from the University and other funding agencies. Applicants are encouraged to visit the Graduate School website to learn more about these opportunities, application requirements and deadlines. Some professional societies also offer assistance to new graduate students.

Qualified applicants are encouraged to apply for fellowships like the NSF Graduate Research Fellowship, the DoD SMART Fellowship, the Alabama Space Grant Consortium Fellowship, and UA's Graduate Council Fellowship. Note that most of these have early application deadlines and some require interaction with a nominating faculty member.

Additional information can be found on the Financial Assistance page of the Graduate Catalog.

Department of Mechanical Engineering

The **MSME** degree can be pursued by taking one of two approaches. One plan is based on both coursework and research and the presentation and submission of a thesis (Plan I). The other plan is based on coursework and the completion of a comprehensive exam (Plan II). The Plan II option is available via distance to off-campus students residing within the borders of the United States or serving on a U.S. military installation. For more information on online Master of Science in Mechanical Engineering

see UA Online Degree Programs. We are confident that distance education students will have a great opportunity to obtain their degrees with minimal travel or job disruption. For on-campus students, there is also an option to pursue the MSME while simultaneously pursuing a business degree.

The **PhD** degree is based on coursework as well as a heavy research component. This degree provides graduates with the background needed to become experts in their selected area of specialization. This program is also offered via the distance option. For more information on online PhD in Mechanical Engineering see UA Online Degree Programs. We are confident that distance education students will have a great opportunity to obtain their degrees with minimal travel or job disruption. Applicants interested in the distance approach are encouraged to contact faculty members in the area of research interest to inquire about the formulation of a research project that is suitable for completion via distance. Note that the distance option is restricted to students residing within the borders of the United States or serving on a U.S. military installation.

During the first semester, a student enrolled in any graduate program should identify a primary faculty advisor and become familiar with all the required forms and deadlines associated with their respective program.

Both of the programs described above and linked below are available to The University of Alabama Mechanical Engineering students interested in starting their graduate program early. The **Accelerated Master's Program** allows qualified BSME students to double-count a limited amount of graduate course credit toward their undergraduate degree. Additional information is available in the links below as well as on specific UA web pages related to this program.

- Majors
 - Mechanical Engineering, MS (p. 695)
 - Mechanical Engineering, PhD (p. 699)

In pursuing a graduate degree in Mechanical Engineering, many MSME students and all PhD students conduct research in an area of interest and under the direction of a faculty member advisor. That research enables students to use novel solution techniques and state-of-the-art experimental instrumentation, depending on the particular topic of research that the student and faculty member decide to pursue. Students are able to solve unanswered problems, develop new analysis, computational, or experimental methods, and test their hypotheses as they become the expert on their chosen research topic.

As part of developing, writing, and defending a dissertation, students receive feedback and advice from both their faculty advisor as well as their dissertation committee. This approach allows students to receive guidance that helps them look at a novel problem from various perspectives. While conducting their research, students have access to a range of computational and/or experimental facilities and are able to work alongside other students conducting research in related areas. On-campus students typically conduct their research while receiving some sort of assistantship or fellowship. That support provides tuition, health insurance, and a monthly stipend. Students are encouraged to communicate directly with potential faculty to learn about possible research opportunities in their laboratories, open research positions, as well as internal fellowship opportunities. Given the nature of students participating in the distance program, applicants to that program are encouraged to contact faculty members in their area of research interest to learn about projects that are suitable to conduct from a location remote to campus. Prior to enrolling, all applicants are welcome to schedule a campus visit through our graduate program director. Such a visit provides a means to meet graduate students and faculty while simultaneously learning about various research opportunities. While

touring, applicants also see the College of Engineering campus, a beautiful modern multi-building complex with easy access to the central part of campus and transportation facilities. All on-campus PhD students are provided access to these facilities along with dedicated office space.

Department Head

- Shepard, W. Steve

Director of Graduate Programs

- Srinivasan, Kalyan

Professors

- Agrawal, Ajay K.
- Balasubramanian, Bharat
- Krishnan, Sundar Rajan
- Shen, Xiangrong
- Shepard Jr., W. Steve
- Srinivasan, Kalyan Kumar

Associate professors

- Amini, Shahriar (Sean)
- Bittle, Joshua A.
- Fonseca, Daniel J.
- Khandelwal, Bhupendra
- Mahmoodi, S. Nima
- Momeni, Kasra
- Puzinauskas, Paulius V.
- Todd, Beth Ann
- Vikas, Vishesh
- Volkov, Alexey
- Williams, Keith A.
- Yoon, Hwan-Sik

Assistant professors

- Beck, Sadie
- Carpenter, Joseph
- Davami, Keivan
- Kasemer, Matthew
- Kim, Hyun Jin
- Koutahzadeh, Negin
- Pakniyat, Ali
- Patiballa, Sree Kalyan
- Samadi, Forooza
- Shah, Krishna
- Vaseghi, Majid
- Zhang, Qiang

Instructors/Research Engineers

- Hill, Lawrence
- Scott, Radley

Adjunct Faculty

- Brewer, Luke
- Daniewicz, Steve
- Rasoulzadeh, Mojdeh

Professors Emeriti

- Kavanaugh, Steve
- Midkiff, Clark
- Parker, Joey K.
- Taylor, Robert P.
- Woodbury, Keith A.

ME501 Mech Engr Analysis I

Hours 3

This course is designed to provide the graduate students with fundamental concepts of advanced mathematical analysis of continuous and discrete mechanical engineering systems. The course includes intensive discussion of ordinary differential equations, Fourier analysis, and advanced vector calculus with applications to dynamic systems, heat transfer as well as fluid and solid mechanics.

ME506 Found Thermal Power Gen

Hours 3

Thermal power systems; components, process analysis and modeling, fuels, combustion, environmental aspects, and availability analysis in steam and gas turbine plants. Examination of recent trends such as cogeneration and combined cycles.

[View All Courses](#)

Mechanical Engineering, MS

While pursuing a Master of Science in Mechanical Engineering (MSME), the student will take graduate-level courses and may conduct research with a faculty advisor and observe how these studies will lead to key engineering innovations and societal impacts in the field of mechanical engineering. Equipped with complementary and state-of-the-art computational and experimental facilities, the Mechanical Engineering Department has active research programs in the following three disciplinary groups; Dynamic Systems & Control (DSC), ThermoFluids Science (TFS), and Materials Processing & Manufacturing (MPM). Faculty teach graduate-level courses and conduct research in cross-disciplinary thrust areas that include: automotive systems, robotics and human systems, automation and mechatronic systems, energy and building efficiency, internal combustion engines, manufacturing systems, additive manufacturing, and materials processing and modeling. Graduate courses in these areas, in addition to the general core graduate courses, provide the foundation for earning an MSME degree.

In addition to offering a thesis and non-thesis master's degree for the traditional on-campus student, the non-thesis master's degree is available as a distance degree. This distance option is available to students residing within the United States or serving abroad at a U.S. military installation. For more information on the online Master of Science in Mechanical Engineering, see the departmental program web page as well as the specific UA Online Degree Program. We are confident that distance education students have a great opportunity to obtain their degrees with minimal travel or job disruption.

Students and faculty in the Department of Mechanical Engineering have access to state-of-the-art computational facilities and capabilities. On-campus assets include numerous commercially available computational modeling software packages. In addition, high performance computing capabilities are accessible through The University of Alabama's Office of Information Technology.

Qualified students in the Mechanical Engineering undergraduate program at The University of Alabama are eligible for early admission into the

MSME program through the Accelerated Master's Program (AMP). This program allows students to double-count up to 9 hours of graduate credit toward their undergraduate degree.

Admissions

The following is in addition to the minimum Graduate School admission requirements. To be considered for regular admission to the Main Campus (MA) or Distance Learning (DL) MSME program, prospective applicants should have:

- A Bachelor's degree, at the time of initial enrollment, in mechanical engineering or related field (see below).
- A current resume.
- A concise Statement of Purpose. This short document should describe the reasons for pursuing an advanced degree as well as possible research interests. Those interested in funding support should consult the Funding for Students section.
- Three letters from recommenders (waived for University of Alabama graduates). These recommenders may be previous faculty or supervisors.
- A residence within the borders of the US or serving on a US military installation (DL applicants only).
- If you are a non-native English speaker, you may be required to submit an English language score report. Please see the admission section link for details.

Note that there are specific admissions requirements for UA undergraduates interested in the Accelerated Master's Program as well as graduates interested in the Dual MSME/MBA Program. See the appropriate section(s) of this catalog for additional information.

Non-BSME Applicants

Applicants who hold, or will hold, a BS or MS degree in a discipline other than Mechanical Engineering may apply for admission to the MSME program. However, there is a basic level of undergraduate understanding that applicants are expected to have upon entering the program. The following prerequisite undergraduate courses (or acceptable equivalents) are expected:

- Mathematics: Calculus (usually 12 semester credit hours) and Ordinary Differential Equations
- Chemistry: General Chemistry (usually 4 semester credit hours)
- Physics: Calculus-Based Physics (usually 8 semester credit hours)

Further, individual advisors/thesis committee chairs reserve the right to require admitted students to take undergraduate coursework necessary for students to gain understanding in foundational topics. Credit in undergraduate coursework will not count toward any curricular requirements for MSME degree completion.

Application Deadlines

There are no formal deadlines for MSME applications to the Department of Mechanical Engineering. Once an application is complete, the internal review process typically only takes a few weeks. International applicants should consider the time required to obtain any necessary visa documents.

Curricular Requirements

MSME Curriculum Overview

The MSME program is offered with both a thesis option (Plan I) as well as a non-thesis option (Plan II). Designation of the selected program is

not required or expected at the time of application. All MSME students on teaching or research assistantships in the department are expected to pursue the thesis option (see Funding for Students section). All thesis MSME students should develop a plan of coursework to satisfy their curricular requirements (see below) in coordination with their faculty advisors.

Unless prior arrangements are made with an advising faculty member, Distance Learning (DL) students are expected to pursue the non-thesis option, which includes a comprehensive examination.

MSME Curriculum Requirements

All MSME students must complete the 30-hour curriculum requirement through the following three areas:

1. MSME Core Area Course Requirements Hours

The first two courses are chosen based on the student's area of study interest. That is, select one of the following Major Core Areas and then complete at least two courses from that list.

Dynamic Systems and Control (DSC) Core		
ME 556	Mechatronics	3
ME 562	Intermediate Dynamics	3
ME 575	Control Systems Analysis	3
ME 577	Advanced Linear Control	3
Materials Processing and Manufacturing (MPM) Core		
ME 538	Modeling of Deformation 1	3
ME 540	Failure of Engr Materials	3
ME 544	Forming Processes	3
ME 583	Additive Manufacturing	3
ME 585	Microfabrication	3
ThermoFluids Science (TFS) Core		
ME 505	Intermediate Thermodynamics	3
ME 509	Intermed Heat Transfer	3
ME 511	Cmp Heat Transfer & Fluid Flow	3
ME 560	Thermal Fluid Meas. & Analysis	3
AEM 500	Intermediate Fluid Mechanics	3

2. MSME Mathematics Core Requirements Hours

The second two courses are selected to satisfy the mathematics area core requirement. That is, complete at least two courses from the following list. Note that other courses may be petitioned as fulfilling the math requirement upon permission of the student's faculty advisor.

ME 501	Mech Engr Analysis I	3
GES 500	Engineering Statistics	3
GES 551	Matrix And Vector Analysis	3
GES 554	Partial Diff Equations	3
ST 560	Statistical Methods	3

3. MSME Research and/or Elective Course Requirements Hours

The final courses and/or research hours will depend on the MSME plan being pursued. One of the following is required:

ME 599	Thesis Research (Plan I, Thesis Option)	6
ME 598	Non-Thesis Research (Plan II, Comprehensive Exam Option)	3

With the remaining hours coming from a selection of the following:

ME 500-level, and/or

ME 600-level, and/or

AEM 500-level, and/or

CHE 500-level, and/or

CE 500-level, and/or

CS 500-level, and/or

ECE 500-level

GES 500-level, and/or

MTE 500-level, and/or

Note that no more than 50% of these hours may be from outside Mechanical Engineering (ME) without advisor approval. Courses not contained by the parameters of this list must have advisor approval.

Energy Systems Concentration

MSME students may choose to earn an Energy Systems concentration as part of their MSME degree. For such students, their curriculum will be developed in coordination with their graduate advisor who is a faculty member in the TFS Mechanical Engineering Departmental Disciplinary Group (DDG).

Each student in the Energy Systems concentration must take 6 hours of basic TFS courses (not taken as part of the MSME TFS core) and 6 hours of Elective TFS courses (see below for the course list).

Energy Systems Concentration		Hours
Required Core Courses		6
Select two (2) courses not taken in TFS core		
ME 505	Intermediate Thermodynamics	3
ME 509	Intermed Heat Transfer	3
ME 511	Cmp Heat Transfer & Fluid Flow	3
ME 560	Thermal Fluid Meas. & Analysis	3
AEM 500	Intermediate Fluid Mechanics	3
Required Elective Courses		6
Select at least two (2) courses from the following:		
ME 506	Found Thermal Power Gen	3
ME 514	Principles of Combustion I	3
ME 516	Fnd Energy Conserv & Mgt	3
ME 526	Internal Combustion Engines	0 or 3
ME 607	Conduction Heat Transfer	3
ME 618	Princ Of Combustion II	3
Total Hours		12

Other Coursework: Thesis or Non-Thesis Plans (Plan I or Plan II) (6 hours)

The non-thesis plan is intended primarily for (1) students employed full-time in government or industry, (2) doctoral students pursuing research and seeking to establish a foundational coursework experience, and (3) self-supported on-campus or UA Online students. Thesis research credits may not be used to satisfy the hour requirements for the non-thesis Plan II MSME degree.

Six hours of Research (Plan I) or elective courses (Plan II)

1. Thesis (Plan I) – six (6) hours of ME 599 Thesis Research. Plan I MSME students must conduct research, prepare a thesis document, and present and defend it to their thesis committee.
2. Non-Thesis (Plan II) – One graduate level elective course (as approved by the advisor). and ME 598 Non-Thesis Research. Plan II MSME students must pass a comprehensive exam, typically taken

during the final semester of study, as part of the ME 598 course. Refer to the Comprehensive Exam section.

Transfer Credit

For information on transfer credit, refer to the UA graduate catalog or click on the highlighted text. Note that new students should not apply for transfer credit until after they have started their first set of courses at UA.

Accelerated Master's Program

Current Mechanical Engineering (ME) and Aerospace Engineering and Mechanics (AEM) undergraduate students at The University of Alabama with a sufficiently high GPA and the required number of undergraduate course credit hours are eligible to apply for the Accelerated Master's Program (AMP). For additional information on the Accelerated Master's Program, please refer to the UA graduate catalog or click on the highlighted text. AMP is also available for distance students currently enrolled in our undergraduate (BSME) program as well as students in the dual MSME/MBA Program.

Dual MSME/MBA Program

Students may be simultaneously enrolled in the MSME and MBA Programs at The University of Alabama (including STEM path to MBA).

This dual program provides an overall reduced course credit hour requirement for both degrees through the double-counting of various courses. Both degrees must be earned at the same time to take advantage of this program. Students interested in the Dual MSME/MBA Program must apply to each degree program separately and the two applications are reviewed for admission separately by each respective program. Please contact the Mechanical Engineering Department for more information on the Dual MSME/MBA Program.

Plan I - Thesis Requirements

The MSME degree Thesis-Option (Plan I) is obtained by successfully completing the following requirements:

- Complete 24 hours of graduate-level course work (500-level and above) approved by the committee, where:
 - 12 semester course hours are in the major area, with 6 hours taken from the approved major core area (see above list). Major area courses are ME and ME cross-listed courses. Three (3) hours of approved coursework in a closely allied area may be used with additional hours requiring advisor approval.
 - 6 hours are in the mathematics core area (see above list).
 - Any transfer credit request is submitted electronically after classes start and within the first year.
- Pass 6 hours of ME 599 Thesis Research (does not impact GPA),
- Complete and present a thesis (see additional information in the section below), and
- Submit a course portfolio to the MSME thesis committee and have the thesis committee chair (faculty advisor) submit the forms evaluating that portfolio to the ME Graduate Program Director (currently, via a Qualtrics Survey). This information is not submitted to the UA Graduate School.

Plan II - Non-Thesis Requirements

The MSME degree Non-Thesis Option (Plan II) is obtained by successfully completing the following requirements:

- Complete 30 hours of graduate-level course work (500-level and above) approved by the committee, where:

- 18 semester course hours are in the major area, with 6 hours being selected from the approved major core area (see list above). Major area courses are ME and ME cross-listed courses. Three (3) hours of approved coursework in a closely allied area may be used with additional hours requiring advisor approval.
- 6 hours are in the mathematics core area (see list above).
- 3 hours of ME 598 Non-Thesis Research as part of the comprehensive exam process (see below).
- Any transfer credit request is submitted electronically after classes start and within the first year.
- This program differs slightly for students in the dual MSME/MBA program. A chart outlining this program is available upon request.
- Pass a comprehensive exam (see below), and
- Submit a course portfolio to the faculty advisor (who facilitates the comprehensive exam through ME 598), who will submit the forms evaluating that portfolio to the ME Graduate Program Director (currently, via a Qualtrics Survey). This information is not submitted to the UA Graduate School.

Comprehensive Exams

Students pursuing the MSME Plan II option will enroll in 3 hours of a section of ME 598:Non-Thesis Research under a faculty member, who will serve as the “major professor / research advisor” for the student’s culminating experience. The culminating experience should be undertaken in the student’s final semester of the MSME degree program (i.e., the semester in which the student is completing all other curricular requirements). Also, the availability of a specific ME 598 section under a specific faculty advisor is limited and first-come first-served; students should register with any open section, understanding that the faculty member on record for that section may not be in the student’s specific area of interest. Students pursuing the MSME Plan II degree will have the following options to satisfy the requirement of a culminating experience/comprehensive exam:

- **Option 1:** Complete a **capstone project** and receive faculty advisor approval for the associated written report. This project is an in-depth study of a topic that must be approved by the student’s research advisor, an ME faculty member the student selects based on mutual research interests. While the project is not as comprehensive as a thesis, it must integrate knowledge and concepts from more than one of the program courses. Students are required to submit a written report drafted in accordance with the UA thesis/dissertation format guidelines found here: <https://graduate.ua.edu/students/thesis-and-dissertation/>. The approved written report for the culminating experience must be submitted to the research advisor, providing sufficient time to evaluate and potentially require edits prior to the comprehensive exam deadline for the term of graduation. Students must also submit a graduate course portfolio as part of this process (see below).
- **Option 2:** Complete an **Internship or practicum** and receive faculty advisor approval for the written report detailing how the student used/continues to use knowledge gained from the MSME core courses in their internship/practicum experience. The written report will need to be drafted in accordance with the UA thesis/dissertation format guidelines found here: <https://graduate.ua.edu/students/thesis-and-dissertation/>. The approved written report for the culminating experience must be submitted to the research advisor, providing sufficient time to evaluate and potentially require edits prior to the comprehensive exam deadline for the term of

graduation. Students must also submit a graduate course portfolio as part of this process (see below).

- **Option 3:** Pass the **PhD qualifying examination** in accordance with the ME Department policies outlined here: <https://catalog.ua.edu/graduate/engineering/mechanical/phd/#requirementstext>. Students must also submit a graduate course portfolio as part of this process (see below).

All students regardless of whether they choose Option 1, Option 2 or Option 3 **must** submit a **graduate course portfolio**, which is a short presentation summarizing the learning outcomes from 3 to 5 graduate-level courses. The research advisor can provide information on satisfying this requirement.

Thesis Process Requirements

Students in the MSME thesis program (Plan I) must describe their completed research in a thesis document that is presented to the committee. To accomplish this, students must:

- Complete the electronic thesis committee formation form,
- Submit the completed thesis to the thesis committee two weeks prior to the presentation,
- Present the research described in the thesis to the thesis committee, which satisfies UA’s comprehensive exam requirement, and
- Upload the revised (if necessary) final approved thesis and the *required electronic forms* to the graduate school web site prior to the deadline for the intended semester of graduation (see below).
- Students are also expected to submit a course portfolio for evaluation per the requirements stated above.

Note that students are expected to give thesis presentations, proposal presentations, exam presentations, and dissertation defenses in person with the full committee in attendance. In the case of time conflicts, students are furthermore expected to reschedule a presentation to minimize the need for virtual participation. In the event it is not possible for all members to attend in person even with rescheduling, a presentation may occur with the student and at least a majority of the committee participating in person and the remainder of the committee participating virtually in accordance with The University’s policy on virtual participation. Under extenuating circumstances, when the student and a majority of the committee cannot attend in person, the thesis committee chair may petition the Graduate Program Coordinator or the Department Head for an exception by providing details as to why rescheduling the event will not enable one of the two acceptable formats to be used.

Time Limits for Degree Completion

For information on time limits for degree completion, refer to the UA graduate catalog or click on the highlighted text.

Academic Misconduct

The Mechanical Engineering Department expects all students to adhere to The University’s policy on academic conduct. Please refer to the UA graduate catalog or click on the highlighted text for more information.

Withdrawals and Leave of Absence

The ME department adheres to The University’s policies on withdrawals and leaves of absence.

Academic Grievances

For information on academic grievances, refer to the UA graduate catalog or click on the highlighted text.

Grades and Academic Standing

The ME department expects all graduate students to remain in good academic standing. Graduate school policies on grades and academic standing can be accessed in the UA graduate catalog page or by clicking on the highlighted text.

Graduate School Deadlines

Important information regarding deadlines for graduation, including thesis submission and comprehensive exam deadlines can be found on the UA graduate catalog page or by clicking on the highlighted text.

Application for Graduation

Information regarding the application for graduation can be found on the UA graduate catalog page or by clicking on the highlighted text. Students are expected to apply for graduation prior to the deadlines posted by the graduate school for the respective term of graduation.

Note that funding is not provided at the department level nor is funding considered during the admissions process. Funding is requested (GTA) or granted (GRA) by **individual** faculty members within the department. If you are an unconditionally admitted full-time main campus (MA) MSME graduate student interested in seeking some form of financial assistance through a fellowship or graduate assistantship, please read this page carefully. Applicants contacting the graduate coordinator or department head with a request for funding will be redirected to this page.

Assistantships and fellowships generally include a monthly stipend, tuition, and health insurance. Because the financial assistance application process is **separate** from the admissions process, applicants are encouraged to learn about different funding options and **how to pursue funding**. Due to the nature of these opportunities, only main campus (MA) students completing an MSME thesis are eligible for assistantships and fellowships. Note that offers of funding can only be made to applicants that have been admitted to the program.

Furthermore, **applicants should not contact the Graduate Program Director or the ME Department Head with a specific request for funding**.

Additional information on funding and academic requirements for maintaining funding can be found in the Financial Assistance section of the Graduate Catalog.

Graduate Research Assistantships (GRAs) are awarded by individual professors with funded research. Applicants should communicate directly with a faculty member in the applicant's area of study interest concerning the availability of GRA positions and a potential match. Visit the department website for additional information about research areas. Funding is not considered during the admission process.

Furthermore, requests for funding are not handled by the Graduate Program Director. While the Graduate Program Director is happy to answer questions regarding the process of seeking a GRA, please do not contact the Graduate Program Director or Department Head with a direct request for a GRA.

The ME Department also offers **Graduate Teaching Assistantships (GTAs)** for students assisting faculty members with undergraduate courses and laboratories. There are a very limited number of GTA positions each semester and those are typically reserved for current PhD students, though there may be exceptions. A university-wide requirement for all GTAs is that they should either have English as their native language or have successfully completed an English language proficiency course and passed an English language proficiency exam administered by UA's English Language Institute. The English language proficiency exam and course process typically require at least one semester. To obtain GTA funding, it is necessary to work with a faculty member to inquire

about the possibility of obtaining a teaching assistantship. While GTA awards are determined by the ME Department Head, applicants should not contact the Department Head or the Graduate Program Director requesting a GTA. **All requests for GTAs must come from a faculty member interested in recruiting the student/applicant.**

MSME students supported by assistantships are expected to follow the Plan I Thesis Option, as described in the Graduate Catalog.

Half-time assistants must register for at least six credit hours of graduate credit during the semester. In addition, assistants are expected to perform 20 hours of work per week as part of their position. Accepting an assistantship implies an obligation on the part of the student. Students supported by an assistantship are expected to fulfill their roles as students, meeting all academic requirements, as well as carrying out teaching and/or research assignments. Students who do not maintain good academic standing, as defined in the UA Graduate School, are not eligible for assistantships. Assistantships may also be terminated for unsatisfactory performance of the assigned research and/or teaching duties or for not maintaining satisfactory academic performance.

Domestic students may be eligible for student loans and other financial aid and should visit the UA Financial Aid Office website to learn more about these options.

Additional support is available in the form of **fellowships**, available from The University and other funding agencies. Applicants are encouraged to visit the Graduate School and Mechanical Engineering websites to learn more about these opportunities, application requirements, and deadlines.

Some professional societies also offer assistance to new graduate students. Qualified applicants are encouraged to learn more about fellowships like the NSF Graduate Research Fellowship, the DoD SMART Scholarship, the Alabama Space Grant Consortium Fellowship, and UA's Graduate Council, National Alumni Association, and McNair Fellowships.

Note that most of these have early application deadlines and some require interaction with and support from a nominating faculty member.

For example, **nominations for the UA Graduate Council Fellowship must come from an ME faculty member interested in recruiting the applicant.**

While the Graduate Program Director can answer questions about the fellowship and faculty-based nomination process, please do not contact the Graduate Program Director or the Department Head specifically asking to be nominated.

Additional information on funding and academic requirements for maintaining funding can be found in the Financial Assistance section of the Graduate Catalog.

Mechanical Engineering, Ph.D.

While pursuing a Doctor of Philosophy (PhD) degree in mechanical engineering, the student will take graduate-level courses and conduct research with a faculty advisor and observe how these studies will lead to key engineering innovations and societal impacts in the field of mechanical engineering. Equipped with complementary and state-of-the-art computational and experimental facilities, the Mechanical Engineering Department has active research programs in the following three disciplinary groups; Dynamic Systems & Control (DSC), ThermoFluids Science (TFS), and Materials Processing & Manufacturing (MPM). Faculty teach graduate-level courses and conduct research in cross-disciplinary research thrust areas that include: automotive systems, robotics and human systems, automation and mechatronic systems, energy and building efficiency, internal combustion engines, manufacturing systems, additive manufacturing, and materials processing and modeling. Graduate courses in these areas, in addition to the general core graduate courses, provide the foundation for earning

a PhD degree in mechanical engineering. The student must demonstrate mastery of the selected study area through the qualifying exam, the proposal of a research topic, and the defense of a research-based dissertation. In addition to conducting research, the student also gains teaching experience through a practicum.

In addition to the traditional on-campus degree offering, the PhD program in mechanical engineering is also offered via the online option. The online option is available to students residing within the United States or serving abroad at a U.S. military installation, with performance expectations being identical to those of the on-campus program. For more information on the online PhD in Mechanical Engineering, see the departmental web page as well as the UA Online Degree Program. We are confident that online education students have a great opportunity to obtain their degrees with minimal travel or job disruption. Applicants interested in the online option are encouraged to contact faculty members in the area of research interest to inquire about the formulation of a research project suitable for completion via online education as well as any on-campus visits that individual faculty may require.

Students and faculty in the Department of Mechanical Engineering have access to state-of-the-art computational facilities and experimental capabilities. On-campus assets include numerous commercially available computational modeling software packages. In addition, high performance computing capabilities are accessible through The University of Alabama's Office of Information Technology. The department also has many state-of-the-art experimental facilities available for daily use by graduate students.

Qualified students in the Mechanical Engineering undergraduate program at The University of Alabama are eligible for early admission into the PhD program through the Accelerated Masters Program (AMP). This program allows students to double-count up to 9 hours of graduate credit toward their undergraduate degree.

Admission

Application Deadlines

The Department of Mechanical Engineering only offers admission in the Fall semester. The application deadline for admission to the Fall semester is December 1 of the preceding year.

The application deadline is administered in order to allow enough time to properly process application and (if admitted) process visa, funding, and on-boarding paperwork. As such, the application deadline is absolute, and no application will be considered after the deadline. Applicants who submit after the deadline will be considered for the following year.

Application Package and Materials

Students may apply to the PhD program having completed either a BS degree in Mechanical Engineering or a closely related field (i.e., direct-admit), or a BS and MS degree in Mechanical Engineering or a closely related field. In addition to the Graduate School's general application requirement for advanced degrees, applications require and/or are judged upon the following (note that these are minimum requirements for review of application, not admission to the program):

- A minimum of 3.5 GPA in the students last-completed degree.
- A current CV.
- A concise statement of purpose describing interests in an advanced degree, research interests, and faculty interests.
- Three letters from recommenders, including previous faculty or supervisors (note: this is waived for applicants from the UA BSME or MSME).

- If you are a non-native English speaker, you may be required to submit an English language score report. Please consult the UA Graduate School catalog for further information.
- Distance learning applicants only: A residence within the borders of the US or serving on a US military installation.

Applicants Without a Prior Mechanical Engineering Degree

Applicants who hold a BS or MS degree in a discipline other than Mechanical Engineering may apply for admission to the PhD program. However, there is a basic level of undergraduate understanding that applicants are expected to have upon entering the program. The following prerequisite undergraduate courses (or acceptable equivalents) are expected:

- Mathematics: Calculus (usually 12 semester credit hours and Ordinary Differential Equations)
- Chemistry: General Chemistry (usually 4 semester credit hours)
- Physics: Calculus-Based Physics (usually 8 semester credit hours)

Further, individual advisors/dissertation committee chairs reserve the right to require admitted students to take undergraduate coursework necessary for students to gain understanding in foundational topics. Credit in undergraduate coursework will not count toward any curricular requirements for PhD or MSME degree completion.

Curricular Requirements

Curriculum Overview

The PhD in Mechanical Engineering is obtained by successfully completing the following requirements (in approximate order of completion):

- Form dissertation committee, which may be revised at any time during a student's studies (see section: Formation of Committee).
- Complete 39 hours of coursework, where:
 - 18 credit hours are in a major area, of which 9 hours may be in approved, closely related supporting fields upon written request and approval of the Department (see subsection: Coursework Requirements).
 - 9 credit hours are in any minor technical area (see subsection: Coursework Requirements).
 - No more than 18 credit hours of coursework may be transferred from previous graduate studies (see section: Transfer Credit). Note that 30 credit hours may count toward an en route MSME degree (see section: En route MSME Degree).
 - Each student is required to complete a mentored instruction experience, which includes successful completion of ENGR 501 (See subsection: Mentored Instructional Experience).
- Be admitted to candidacy by passing the Qualifying Examination/Research Proposal (see section: Admission to Candidacy).
 - Students must be in the process of completing at least 24 credits toward the required 39 to be admitted to candidacy.
 - The entire dissertation committee must submit a "Graduate Outcome Assessment" form to the Graduate Program Director in the Department of Mechanical Engineering prior to departmental approval for the "Admission to Candidacy" form.
 - The advisor/dissertation committee chair must submit the "Admission to Candidacy" form to be approved by the Graduate Program Director in the Department of Mechanical Engineering, as well as the Graduate School.

- The Qualifying Examination / Research Proposal is not considered passed until the "Admission to Candidacy" form is finalized.
- Students must be admitted to candidacy at least nine months prior to their final Dissertation Defense.
- Pass 18 credit hours of ME 699 Dissertation Research.
 - Students may not register for ME 699 until the semester after which the "Admission to Candidacy" form is finalized.
 - ME 699 is Pass/Fail, does not impact GPA, and does not count toward the 39 credit hours of required coursework.
 - Credit hours of ME 698 do not count toward the requirement of 18 credit hours for ME 699.
 - Note: there is a continuous registration requirement for ME 699 (see subsection: Continuous Enrollment Policy).
- Present, defend, and upload the final dissertation along with the required electronic forms to the Graduate School website prior to the deadline for graduation in the desired semester (see section: Dissertation Requirements).
 - Students must be in the process of completing all curriculum requirements
 - The entire dissertation committee must submit a "Graduate Outcome Assessment" form to the Graduate Program Director in the Department of Mechanical Engineering prior to departmental approval of the "Final Defense" form. this is in addition to the submission of the "Graduate Outcome Assessment" form at the time of the Qualifying Examination/Research Proposal.
 - The advisor/dissertation committee chair will submit the "Final Defense" form, to be approved by the Graduate Program Director in the Department of Mechanical Engineering, as well as the Graduate School.

Coursework Requirements

All PhD students in Mechanical Engineering must complete the minimum of 39 non-dissertation credit hours of coursework and the minimum of 18 credit hours of post-Admission to Candidacy dissertation research through the following four areas, and no more than 50% of these courses being from outside Mechanical Engineering (ME) without approval by the advisor/dissertation committee.

Ph.D. Curriculum Requirements

	Hours
1. Major Core Area	21
ME 500-level and/or	
ME 600-level and/or	
AEM 500-level and/or	
CE 500-level, and/or	
CHE 500-level, and/or	
CS 500-level, and/or	
ECE 500-level and/or	
GES 500-level, and/or	
MTE 500-level.	
Note that other courses require advisor approval.	
2. Minor Technical Area	9
ME 500-level, and/or	
ME 600-level, and/or	
AEM 500-level, and/or	
CE 500-level, and/or	
CHE 500-level, and/or	
CS 500-level, and/or	

ECE 500-level and/or

GES 500-level, and/or

MTE 500-level.

Note that other courses require advisor approval.

3. Elective Area **9**

ME 500-level, and/or

ME 600-level, and/or

AEM 500-level, and/or

CE 500-level, and/or

CHE 500-level, and/or

CS 500-level, and/or

ECE 500-level and/or

GES 500-level, and/or

MTE 500-level.

Note that other courses require advisor approval.

4. Dissertation Research **18**

ME 699 Dissertation Research

*Restrictions and Notes

1. At least 50% of the 39 non-dissertation coursework credit hours must be ME 500- or 600-level.

2. Students are limited to only 6 credit hours of ME 591/594/691/694 courses per instructor/faculty member.

3. Students are limited to a total of only 6 credit hours of ME 594/694 courses.

4. ME 698 (Non-Dissertation Research) will not count toward the total hours required in this table.

Total Hours **57**

Mentored Instructional Experience

In their careers, PhD engineers are expected to be thought leaders, mentors, trainers of other developing professionals, and communicators with a variety of audiences. Therefore, in addition to technical training in their discipline, all UA College of Engineering PhD students will have a Mentored Instructional Experience (MIE) that will enhance their abilities in these critical areas of communication, giving and receiving formal feedback, mentoring, and training, as well as deepen their discipline-specific knowledge through educational support experiences (typically office hours, laboratory instruction, conducting recitation, preparing instructional materials, and guiding in-course design teams of undergraduate students).

All PhD students will receive pedagogical training in these instructional support areas through a pedagogy practicum course. Students will be required to take one semester of ENGR 501 Engineering Instruction Prep, which will not count towards the 39 credit hours of required coursework or the 18 credits of dissertation research (ME 699) required for the PhD degree. In addition, each student shall complete a set of instructional experiences during designated semesters (2 semesters at 10 hours/week, 4 semesters at 5 hours/week, or the equivalent) under the guidance of a faculty mentor.

This additional instructional practice is a graduation requirement.

Restrictions on 59X/69X Courses

Of the minimum 39 credit hours or coursework necessary for the PhD, student may take a maximum of 6 hours of either ME 591/ME 691 Special Topics or ME 594/ME 694 Independent Research Topics from any single professor in any department (i.e., a student may take more than 6

credit of ME 591/ME 691 if they are from course offerings from multiple professors, though students are limited to a total of 6 credits of ME 594.

Graduate Seminar

All PhD students, irrespective of year of graduate studies, are required to attend all graduate seminars hosted by the Department of Mechanical Engineering, with a minimum of 75% attendance. Each semester's list of graduate seminars will be published on the department website prior to the start of the semester and disseminated to students via email.

Minimum Credit Enrollment Requirements

All students funded by GRA or GTA, or students holding international visas, must register for at least 6 graduate-level credit hours during the semester. Note that if it is the student's final semester, they may register for a reduced number of ME 699 credits (see subsection: Continuous Enrollment Policy).

For whatever reason if a student is below 6 credit hours (e.g. lack of relevant courses, completion of required coursework), but has not yet met the requirements to being registering for ME 699 (i.e., their "Admission to Candidacy" form has not received final approval), they may register for ME 698, which will not count toward any curricular requirements, neither the 39 credit hours necessary for coursework nor the 18 credit hours of ME 699.

Continuous Enrollment Policy

Graduate School Information on the Continuous Enrollment Policy (Continual Doctoral Research Hours Registration) can be found here.

Student Progress Requirement

Students are expected to maintain satisfactory academic progress each semester. Students that do not remain in good academic standing and/or fail complete their assigned research in a satisfactory manner may be dismissed from the program.

Transfer Credit

For students entering the PhD program with prior graduate-level coursework in Mechanical Engineering or a closely related field, maximum of 18 credit can be transferred toward the PhD program's minimum requirement of 39 credits. In general, the transfer of course hours is subject to approval by both the Department of Mechanical Engineering as well as the Graduate School. Transfer credit requests are submitted electronically, as described below, only after the start of classes and within a student's first year.

For students that completed an MS degree prior to entering the PhD program, they may opt for a block transfer of credit. For students that did not complete an MS degree prior to entering the PhD program, they will be required to find the closest equivalent course at the University of Alabama for transfer on a course-by-course basis.

Students are required to initiate the process of credit transfer via the "Request for Transfer of Graduate Credit" form. For students whose prior graduate-level coursework was completed more than 6 years prior to their UA PhD admission date, they must initiate the process via the "Field-Related Employment Since Earning Master's Degree" form. Forms regarding credit transfer can be accessed here.

Formation of Dissertation Committee

Students must identify an advisor who will serve as their dissertation committee chair, as well as professors who will serve on their dissertation committee. Students are required to initiate the "Appointment/Change

of Doctoral Dissertation Committee" form. An approved and up-to-date form must be on file with the Graduate School before both the student's Qualifying Examination/Research Proposal and Dissertation Defense. The form can be access here.

The makeup of the dissertation committee is left to the student and their advisor/dissertation committee chair, granted that the dissertation committee comprises:

- An advisor/dissertation committee chair who is a professor or adjunct professor in the Department of Mechanical Engineering.
- At least five dissertation committee members in total, including the advisor/dissertation committee chair.
- A majority of member who are part of the graduate faculty in the Department of Mechanical Engineering.
- At least one external member, who can be a professor in a department outside of the Department of Mechanical Engineering, or a member external to the University of Alabama, granted that they have a PhD in Mechanical Engineering or a closely related field.

Admission to Candidacy

To be admitted to candidacy, students must successfully complete a Qualifying Exam/Research Proposal as described below. Note that students cannot complete their Qualifying Exam/Research Proposal or be admitted to candidacy until the semester in which they are completing at least 24 credit hours towards the total 39 credit hours necessary for degree completion. The Qualifying Exam/Research Proposal is not considered complete until:

- The student has completed their Qualifying Exam/Research Proposal and their dissertation committee has voted to pass.
- The dissertation committee has completed the "Graduate Outcome Assessment" form.
- The advisor/dissertation committee chair has completed the "admission to Candidacy" form and the form has been approved by both the Graduate Program Director in the Department of Mechanical Engineering as well as the Graduate School.

Qualifying Examination/Research Proposal

The specific format of the Qualifying Examination/Research Proposal is at the discretion of their dissertation committee, granted that there is an oral presentation associated with the Qualifying Examination/Research Proposal, and the student completes a Course Portfolio. While the Qualifying Examination component may be satisfied as part of the Research Proposal oral presentation, the dissertation committee may choose other avenues, including (but not limited to) a traditional written examination, an oral examination, a written paper, etc.

Note that Admission to Candidacy must be earned no earlier than the semester in which the student is completing at least 24 credit hours towards the total 39 credit hours necessary for degree completion, and at least nine months prior to the Dissertation Defense date. Also note that the Qualifying Examination/Research Proposal is not considered complete until finalization of the "Admission to Candidacy" form. Furthermore, student must have a finalized "Admission to Candidacy" form prior to registration of ME 699 Dissertation Research hours. This means, de facto, that the Qualifying Examination/Research Proposal should be take sufficiently prior to the add/drop deadline for the semester in which they plan to enroll in ME 699, to give ample time for the finalization of the "Admission to Candidacy" form. These factors should

be considered when consulting with the dissertation committee regarding the specific exam format and timing.

In addition to the specifics of the Qualifying Examination/Research Proposal decided upon by the dissertation committee, the student must also complete and present a Course Portfolio at the time of the Qualifying Examination/Research Proposal, which will be evaluated by the entire dissertation committee and assessed and submitted via the "Graduate Outcome Assessment" form. This evaluation typically occurs when the proposal is presented. The portfolio paperwork is not submitted to the Graduate School.

Upon completion of the Qualifying Examination/Research Proposal, the entire dissertation committee (including the advisor/dissertation committee chair) should complete the "Graduate Outcome Assessment" form. Upon completion by all dissertation committee members, the advisor/dissertation committee chair will then initiate the "Admission to Candidacy" form, which will be vetted and approved by the Graduate Program Director in the Department of Mechanical Engineering as well as the Graduate School.

The Qualifying Examination/Research Proposal may only be taken twice, failing which the student faces dismissal from the PhD program in Mechanical Engineering.

Dissertation Requirements

To successfully complete the Dissertation, student must:

- Have an up-to-date "appointment/Change of Doctoral Dissertation Committee" form on file with the Graduate School (see section: Formation of Dissertation Committee).
- Have been successfully admitted to candidacy at least 9 months prior to the Dissertation Defense date (see section: Admission to Candidacy).
- Complete a Dissertation Defense, comprising an oral presentation and examination defending the dissertation.
- Candidates must provide a written dissertation to the dissertation committee at least two weeks prior to the defense.
- Candidates must initiate the "Public Notice of Dissertation Defense" form at least two weeks prior to the defense.
- The entire dissertation committee must submit a "Graduate Outcome Assessment" form to the Graduate Program Director in the Department of Mechanical Engineering prior to departmental approval of the "Final Defense" form. This is in addition to the submission of the "Graduate Outcome Assessment" form at the time of the Qualifying Examination/Research Proposal.
- The advisor/dissertation committee chair will submit the "Final Defense" form, to be approved by the Graduate Program Director in the Department Mechanical Engineering, as well as the Graduate School.
- The candidate must upload the revised (if necessary) final approved dissertation in one of the approved formats to ProQuest.
- The advisor/dissertation committee chair must initiate, and the entire dissertation committee must complete the "Committee Acceptance Form for Electronic Dissertation".

Note that students are required to complete the oral portion of the Dissertation Defense in person with the full dissertation committee in attendance. In the case of time conflicts, student are expected to reschedule a presentation to minimize the need for virtual participation. In the event it is not possible for all dissertation committee members to attend in person even with rescheduling, a presentation may occur with the student and at least a majority of the dissertation committee

participating in-person and the remainder of the dissertation committee participating virtually in accordance with The University's policy on virtual participation. Under extenuating circumstances, when the student and a majority of the dissertation committee cannot attend in person, the advisor/dissertation committee chair may petition the Graduate Program Coordinator or the Department Head for an exception by providing details as to why rescheduling the event will not enable one of the two acceptable formats to be used.

En Route MSME Degree

PhD students may also pursue an en route MSME degree during their PhD studies. Students who wish to earn an MSME degree en route to their PhD degree must satisfy the MSME degree requirements as specified in that portion of the graduate catalog, including the completion of the ME 598 (note that ME 598 will not count toward any PHD curricular requirements, either the 39 credit hours necessary for coursework nor the 18 hours of ME 699). Upon completion of the MSME degree requirements the student must apply for the MSME degree program (separately from their application to the PhD program).

Per Graduate School restrictions, students with a prior MSME degree may not pursue an en route MSME degree.

AMP to PhD

Current BSME students at UA may pursue the AMP to PhD program, which allows for counting a limited number of coursework credits toward both the BSME and PhD curricular requirements. More information about the AMP program, including program and application requirements can be found [here](#).

In the AMP to PhD program, 9 credits of 500-level or higher coursework can be applied toward the curricular requirements of both the BSME and PhD degrees. Those courses will only count toward the technical electives or ME electives for the BSME degree but will count generally toward the curricular requirements of the PhD degree.

Per Graduate School restrictions, if a student wishes to pursue an en route MSME degree on the way to earning their PhD degree, the 9 credits of coursework applied to the BSME and PhDs degrees may not be counted toward the MSME degree. This effectively increases the credit requirement from 39 credit to 48 credits for AMP to PhD students wishing to earn an en route MSME degree. Further, if an AMP to MSME student decides to pursue a PhD degree after completion of their MSME degree, they can only count the 18 credits that were exclusively applied to their MSME degree toward the 39 credits necessary for degree completion.

Plan of Study

Graduate School information on the Doctoral Plan of Study can be found [here](#).

Time Limits for Degree Completion Requirements

Graduate School information on the time limits for degree completion can be found [here](#).

Academic Misconduct Information

The Department of Mechanical Engineering expects all students to be knowledgeable of and adhere to the University's policies on academic conduct, specified [here](#).

Withdrawals and Leave of Absence Information

Graduate School information on withdrawal and leave of absence can be found here.

Academic Grievances Information

University policies on academic grievances can be found here.

Grades and Academic Standing

Graduate School information on grades and academic standing can be found here.

Graduate School Deadlines Information

Graduate School information on deadlines can be found here.

Application for Graduation Information

Graduate School information on application for graduation can be found here.

Admission to the program does not imply that the student will be funded, whether through a graduate teaching assistantship (GTA), graduate research assistantship (GRA) or fellowship. Funding is requested (GTAs), granted (GRAs), or applied for (fellowships) **by individual faculty members** within the department, and **students should contact individual faculty in their area of research** to inquire about funding opportunities. **Applicants should not contact the Graduate Program Director, Associate Department Head for Graduate Studies, or the Department Head with a request for funding.**

Department of Metallurgical and Materials Engineering

An interdisciplinary PhD degree in materials science is also offered (see Interdisciplinary Programs (p. 810)). The graduate program in metallurgical and materials engineering allows for close association between graduate students and the faculty.

- Majors
 - Metallurgical Engineering, MS (p. 707)
 - Materials/Metallurgical Engineering, PhD (p. 704)

Department Head

- Steven Daniewicz

Undergraduate Program Director

- Mark Weaver

Graduate Program Coordinator

- Ramana Reddy

Professors

- Luke Brewer
- Ramana Reddy
- Gregory Thompson
- Mark Weaver

ACIPCO Professor

- Ramana Reddy

Associate professor

- Laurentiu Nastac

Assistant professors

- Rachel Cook
- Gregory Kubacki
- Nilesch Kumar
- Tianjiao Lei
- Evan Schwind
- Xin Wang
- Qiaofu Zhang

Professor Emeritus

- Subhadra Gupta
- Doru Stefanescu
- Takao Suzuki
- Garry Warren

Associate Research Professional

- Lorena Perez-Andrade

Adjunct Professors

- Matthew Kasemer
- Kasra Momeni

MTE519 Solidificatn Science

Hours 3

Overview of the principles of solidification processing, the evolution of solidification microstructure, segregation, defects and the use of analytical and computational tools for the design, understanding and use of solidification processes.

MTE539 Metallurgy Of Welding

Hours 3

Thermal, chemical, and mechanical aspects of welding using the fusion welding process. The metallurgical aspects of welding, including microstructure and properties of the weld, are also covered. Various topics on recent trends in welding research.

Prerequisite(s): MTE 380

[View All Courses](#)

Materials/Metallurgical Engineering, Ph.D.

The Department of Metallurgical & Materials Engineering (MTE) offers a masters of science along with a Ph.D. In addition, many of the MTE faculty are members of the UA Tri-campus Materials Science PhD program giving materials orientated graduate students a range of academic opportunities.

Admissions

The program for the PhD in the area of materials/metallurgical engineering is conducted jointly with The University of Alabama at Birmingham (UAB). This arrangement permits sharing of facilities, exchange of faculty, joint seminars, and a wide choice of dissertation advisers. The PhD degree in the area of materials science is also offered, in collaboration with UAB and The University of Alabama in Huntsville. Full details of this interdisciplinary program (p. 810) may be found in this catalog.

For additional information, see the Graduate School's general requirements for advanced degrees below.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

A defined field of specialization is required of all candidates for the doctor of philosophy degree. A minimum of **36 semester hours** of non-dissertation course credit is required. These courses must be at the 500/600-level. **Unlike the M.S. degree which can accept up to two prior approved 400-level courses for the M.S. Degree, this is not an option for the Ph.D. course requirements.** Ph.D.-track students should consult their graduate supervisory committee on courses that are suited to fulfilling their course of study in the department and research specialty. The doctoral course as a whole must be unified, and all its parts must contribute to an organized program of study and research. In addition, a student must complete a minimum of **24 hours of dissertation research (MTE 699)**. Students enrolled in the Ph.D.-track should register for MTE 699. Please consult the UA Graduate Catalog, Graduate Dean, and Graduate School for other university requirements..

Additional requirements set forth by the Graduate School and MTE Department include the following:

1. **Seminar.** The MTE department will still host seminars periodically through each semester. All graduate students, whether MTE or Materials Science designated, that reside in the MTE department are required to attend departmental seminars as part of their employment or fellowship obligations. If a student cannot attend a seminar, the student must inform the MTE graduate coordinator and advisor prior to the seminar providing documentation of the conflict, such as a class or medical appointment. Students that fail to attend seminar, without prior approval, will be required to meet with the MTE department head with his/her advisor to explain any absences. Unexcused absences can result in a loss of financial support. As part of seminar series, the MTE faculty encourages students to engage and participate in the Q&A. Also, please demonstrate proper seminar etiquette of turning your cell phone off (or on mute) as well as avoid doing email or surfing the internet on any electronic devices.
2. **500- and 600-Level Courses.** At least 36 hours of course work is required at the 500/600 levels.
3. **MTE 698 Non Dissertation Research:** Ph.D. students who conduct research prior to admission to candidacy can enroll in non-dissertation research credits (MTE 698) with the course name and content suited to the research specialty. It is suggested that no more than 3 credits of MTE 698 be enrolled in any one semester. Per the UA graduate school catalog, "a maximum of 20 percent of a graduate student's required course credit may be taken on a pass/fail basis". As such, a student can apply a maximum of 7 credits of MTE 698 towards the required 36 semester course credits for Ph.D. degree if no other pass/fail graduate courses are used in the plan of study.
4. **MTE 699 Dissertation Research:** A minimum of 24 hours of MTE 699 dissertation work must be completed for the Ph.D. degree. The amount of dissertation research for which a student enrolls in any given semester should be commensurate with the progress a student is expected to make on the dissertation, as well as reflective of the extent to which University facilities and faculty time are invested in the proposed activities.
5. **Math requirement.** At least six (6) hours of GES 500 Engineering Statistics level or higher math courses must be completed for a Ph.D. degree.
6. **MTE core courses:** All Ph.D. students are required to take a common set of three core courses (9 total semester hours) as follows:

Mentored Instructional Experience

In their careers, PhD engineers are expected to be thought leaders, mentors, trainers of other developing professionals, and communicators with a variety of audiences. Therefore, in addition to technical training in their discipline, all UA College of Engineering PhD students will have a Mentored Instructional Experience (MIE) that will enhance their abilities in these critical areas of communication, giving and receiving formal feedback, mentoring, and training, as well as deepen their discipline-specific knowledge through educational support experiences (typically office hours, laboratory instruction, conducting recitations, preparing instructional materials, and guiding in-course design teams of undergraduate students).

All PhD students will receive pedagogical training in these instructional support areas through a pedagogy practicum course ENGR 501. In addition, each student shall complete a set of instructional experiences during designated semesters (2 semesters at 10 hours/week, 4 semesters at 5 hours/week, or the equivalent) under the guidance of a faculty mentor.

This additional instruction practice is a graduation requirement.

MTE Core Courses		Hours
MTE 556	Advanced Mechanical Behavior	3
MTE 562	Metallurgical Thermodyn	3
MTE 579	Advanced Physical Metallurgy	3
Total Hours		9

Curricular Table		Hours
MTE Core Coursework		9
Elective Coursework		27
MTE 699 Dissertation Research (minimum)		24
Total Hours		60

Transfer Credit

For students entering into the Ph.D. program, a maximum of 1/2 of the M.S. course work hours (non-thesis research) in the major or related field area of study can be transferred towards the Ph.D. program's coursework hour minimum requirement. This transfer of course hours is subject to approval by the MTE department and the Graduate School according to their policy.

Doctoral Plan of Study Requirement

Early in the graduate program, each Ph.D.-track student must confer with the appropriate departmental adviser or major professor to select courses, plan of study, research direction, any residency requirements will be completed, and so forth. At that time, a Plan of Study must be prepared and submitted to the Graduate School. The PhD Plan of Study can be found at the Graduate School website. All doctoral students must have a completed Plan of Study approved by the Graduate School no later than the semester during which the student will complete 30 semester hours of UA and/or transfer credit toward the doctoral degree. Otherwise, a "hold" may be placed on future registrations. An amended Plan of Study (if needed) must be submitted to the Graduate School when the student submits an approved form for Admission to Candidacy for Doctoral Degree.

Comprehensive Exams

After completing the core course requirements, the student is now eligible to complete the written examination, oral examination, and

research proposal examination. The guidelines for these examinations are as follows:

1. The student, with the graduate advisor, will assemble a supervisory or dissertation committee consisting of at least five total members. The student will present a research proposal to the dissertation committee that integrates the graduate course work and a literature review of the topic that demonstrates scholarly proficiency and capacity for independent, original investigation in his/her specialized field of research. This proposal should be given to the committee within two semesters of completing the core course requirements. This should be completed in less than three years of continuous graduate school attendance.
2. Each committee member will provide up to two (2) written questions within ten (10) days of receiving the proposal. These questions provide the written portion of the doctoral degree exam. The committee chair will coordinate the collection of these questions, assemble them, and then disseminate them to the student. These questions are based upon undergraduate and graduate material in metallurgical and materials engineering principles. These questions are to ensure that the fundamental understanding of materials science is achieved by the student. **The student will provide a written response to each question and submit them to the committee chair within five (5) days of receiving them.** The committee chairperson will then disseminate the student answers to the committee members for evaluation. As a courtesy to the committee, the primary advisor should submit the student responses to the committee at least five (5) days prior to the oral exam date.
3. At the oral examination of the proposal, the student will present a series of slides (which should be numbered) based on the written proposal. It is recommended that the number of slides is no more than thirty (30). This presentation will be open to the public and is recommended to be thirty (30) minutes. At the conclusion of the presentation, the public is excused and the oral examination by the committee members occurs. The closed-door examination is not to exceed two hours (120 minutes) in duration. The committee will ask questions related to the topic of the proposal to ascertain the student's competency in the subject, ability to compile information to conduct doctoral-level research, and follow-up questions (if necessary) related to the written responses to the questions previously provided by the committee.
4. The research proposal will follow the National Science Foundation (NSF) grant proposal guidelines. This includes no more than a one-page length abstract summary that includes the overview, intellectual and broader impact of the research, a table of contents, and up to 15-pages of technical content. References are treated as a separate section and do not count in the page limit and should follow the NSF guidelines for referencing (i.e., full author list, the title of the article, etc.). The student should provide a CV, a facilities section for the resources needed to complete the research, and a budget and justification as additional resource material to the proposal which are also not part of the 15-page limit of technical content. The technical content of the proposal should include (1) the integration of prior, referenced literature to the proposed topic which demonstrates an adequate understanding for doctoral-level research, (2) clearly defined scientific questions and/or technical objectives that the dissertation will address, and (3) proposed methods of investigation to address those questions posed. Prior work completed in the lab by the student should be used sparingly; **the proposal is not a summary of research completed but what is being planned.** The proposal is given to the supervisory committee **no later than three (3) weeks before a commonly agreed date to orally defend the proposal**, where

the student will answer questions related to relevant course work and the research proposal which satisfies the oral examination requirement for the doctoral degree examination.

5. After the completion of the oral examination, the student will be excused and the committee will assess the student's performance on the written exam, oral exam, and research proposal. A majority vote of the committee approves the student to candidacy. If the student does not receive a majority vote, the student is eligible for a second attempt. If the student is unable to receive a majority vote upon the second attempt (written exam, oral exam, and research proposal), the student is ineligible to receive a doctoral degree from the program. If the vote is tied, this is equivalent to not receiving a majority.

Admission to Candidacy Requirements

Successful completion and passing of the Ph.D. competency examination and proposal defense transfers a Ph.D. student to a Ph.D. candidate, and the student is admitted to candidacy for the doctoral degree. The Admission to Candidacy for the Doctoral Degree form is submitted to the Graduate School.

Continuous Enrollment Policy

Graduate School Policy

Dissertation Requirements

After a student has successfully passed the Ph.D. examinations, the student, with the graduate advisor, will assemble a supervisory or dissertation committee consisting of at least five total members (see Dissertation Committee below). The student will present a research proposal that integrates the graduate course work and demonstrates scholarly proficiency, and capacity for independent, original investigation in their specialized field of research. The research proposal should include a one-page abstract summary, no more than fifteen (15) pages of technical content. The technical content should include the integration of prior, referenced literature to the proposed research which demonstrates adequate understanding of doctoral level research. This proposal should provide the basis for the dissertation. The proposal should include curriculum vitae of the student, budget and budget justification for the doctoral research project. These latter documents and the list of references are not included in the 15 page limit. The proposal should be given to your supervisory committee no later than two (2) weeks before a commonly agreed date where the student will answer questions related to course work and the research proposal provided.

The written research proposal will be presented and orally defended to the supervisory committee. This committee will evaluate the merit of the research proposal and oral presentation and provide constructive input for the research.

The proposal examination should be completed within three academic semesters of passing the Ph.D. examination and at least one academic term before the Ph.D. dissertation defense. See the UA graduate catalog for further details and required forms.

Time Limits

All requirements for the doctoral degree must be completed within seven (7) years (21 fall, spring, and summer semesters) following admission to the doctoral program. Also refer to the Graduate School Policy about time limits for degree completion requirements.

Academic Misconduct Information

Graduate School Policy

Withdrawals and Leave of Absence Information

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Graduate School Information

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Graduate School Deadlines Information

Graduate School Information

Application for Graduation Information

Graduate School Information

Metallurgical Engineering, MS

The MTE department is one of only eight accredited metallurgical degree granting institutions in the United States. Its core emphasis in metallurgy and materials provides students depth in structure-processing-property relationships.

Admissions

Prospective students will need to provide a statement of purpose, official academic transcript and references. International applicants (non-native English speakers) will also be required to complete a provisional language exam (TOEFL, IELTS, PTE, or DET). Regular admission requirements are >3.0 GPA and >=79iBT TOEFL, >=6.5 IELTS, >=59 PTE, >=110 DET. Competitive MTE entering graduate applications have scores exceeding these minimums.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Plan I (thesis) is the standard MS degree plan. However, in exceptional cases, a student who has the approval of his or her supervisory committee may follow Plan II (non-thesis). A student who believes there are valid reasons for using Plan II must submit a written request detailing these reasons to the department head no later than midterm of the first semester in residence.

Plan I - Thesis		Hours
Metallurgical and Materials Engineering Courses		18
Related Fields or Major		6
With the approval of the major department, the remainder of the coursework may be completed in either the major or related fields.		
Thesis Course		
MTE 599	Thesis Research	6
Total Hours		30

Transfer Credit

Graduate School Policy (p. 15)

Accelerated Master's Program

Graduate School Policy (p. 7)

Time Limits for Degree Completion Requirements

Graduate School Policy (p. 15)

Academic Misconduct Information

Graduate School Policy (p. 7)

Withdrawal and Leave of Absence Information

Graduate School Policy (p. 244)

Academic Grievances Information

Graduate School I (p. 255) Information (p. 255)

Grades and Academic Standing

Graduate School Policy (p. 28)

Graduate School Deadlines Information

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Application For Graduation Information

Graduate School Policy (p. 15)

College of Human Environmental Sciences

Department of Clothing, Textiles, and Interior Design (p. 708)

Department of Consumer Sciences (p. 708)

Department of Health Science (p. 711)

Department of Human Development and Family Studies (p. 727)

Department of Human Nutrition, Hospitality and Sport Management (p. 731)

Human Environmental Sciences, M.S. (p. 749)

HES509 Research Methods

Hours 3

This course is an introduction to scientific methods appropriate for human sciences. It is designed to acquaint students with types of research, methods, and materials necessary for scientific inquiry and to provide students with practical steps to conduct and understand scientific research. Emphasis will be placed on quantitative, qualitative, and mixed methods designs appropriate for research in human sciences.

HES554 Management and Administration in Sports Business Management

Hours 3

This course is designed for sport professionals desiring to increase their knowledge and understanding of management and administration issues in the sport industry.

Prerequisite(s): Graduate student in Human Environmental Sciences

HES565 Legal and Ethical Issues in Sports Business Management Hours 3

This course is designed for student/prospective sport industry professional desiring to increase their knowledge and understanding of current legal and ethical issues in sports business management and the sport industry. This class (HES 565) uses Blended (Hybrid) Delivery Methods of readings, classroom presentations and online and residential exams to present critical topics.

Prerequisite(s): Graduate student in Human Environmental Sciences

HES570 Fellowship in Sports Business Management Hours 3

Under the supervision of an approved and qualified sports business management professional, the graduate student will experience activities related to job specific tasks in sports business management. This full-time work experience/fellowship in the sport industry must take place in a professional organization, in which the student has been selected and offered a fellowship.

Prerequisite(s): Graduate student in Human Environmental Sciences

HES590 Special Problems in Human Environmental Sciences SP

Hours 3-6

A detailed examination of a discipline-specific issue, topic or problem that impacts the lives of individuals, families or communities.

Special Topics Course

HES591 Special Problems in Human Sciences SP

Hours 3

This course is open to qualified graduate students who will study special problems in human sciences.

Special Topics Course

HES592 Special Problems in Sports Business Management SP

Hours 3

Under the supervision of an approved and qualified sport management professional, the graduate student will experience activities related to job specific tasks in sport management. This full-time work experience/fellowship in the sport industry must take place in a professional organization, in which the student has been selected and offered a fellowship.

Prerequisite(s): Graduate student in Human Environmental Sciences

Special Topics Course

HES598 Non-Thesis Research Hours 1-6

Development of a professional paper on a topic selected by the student and approved by the graduate committee.

Prerequisite(s) with concurrency: CSM 562 and HES 509 and CSM 564 and CSM 572

HES650 Special Topics In Hes SP

Hours 3

Critical analysis of current issues in selected areas of human environmental sciences. May be taken up to a total of four times.

Special Topics Course

Department of Clothing, Textiles, and Interior Design

The Human Environmental Sciences (MS) (p. 749) focused area of study in Clothing, Textiles, and Interior Design provides preparation for careers in higher education, business and industry, and government services, and for admission to doctoral programs in clothing, textiles, and related fields. Students complete 30 semester hours of coursework designed to prepare them for advancement in their professional discipline. A research thesis or capstone project is required during the final term of enrollment.

Chair, Professor

- McKinney, Ellen

Associate Professor

- Koontz, Marcy L.
- Thompson, Amanda
- Tong, Michelle

Assistant Professor

- Jones, Hunter
- Maki, Kristin
- McKinney, Steven
- Wimberley, Virginia S.

CTD546 Cult Dynam Apparel Text Hours 3

Examination of the impact of cultural dynamics on apparel and textile production and marketing.

CTD548 History Of Costumes Hours 3

Study of costume development from prehistoric to modern times; includes cultural forces in relation to the evolution of costume.

[View All Courses](#)

Department of Consumer Sciences

Consumer Sciences, MS (p. 709) **Conflict Resolution Certificate (p. 709)**

Dean

- Usdan, Stuart

Professor

- Nielsen, Robert

Associate professors

- Choi, Shinae
- Kim, Kyoung Tae
- Wilmarth, Melissa

Assistant professors

- Chen, Pan-Ju
- Humber, Jennifer
- L'Esperance, Madelaine
- McMath, Juanita
- Stebbins, Rich
- Thompson, Cory
- Zhang, Yiling

Adjunct assistant professors

- Becker, Luke
- Brown, Tasha
- Gaines, Bobby
- Salazar, Amy
- Tate, Adam
- Zettler, Laura

Graduate Coordinator

- Kim, Kyoung Tae

Professor emeritus

- Boschung, Milla

CSM500 Personal Insurance Plan & Mgt

Hours 3

Survey of the myriad of personal risks facing consumers and families throughout the life cycle. An emphasis is placed on the fundamentals of risk management. Includes a comprehensive study of insurance products.

Prerequisite(s): CSM 204 or CSM 205

CSM501 Consumer Protection

Hours 3

Study of laws and agencies affecting the consumer's well-being, sources of consumer information, and discussion of current consumer issues.

View All Courses

Conflict Resolution Certificate

The Graduate Certificate in Conflict Resolution equips students with essential communication, emotional intelligence, and negotiation skills. The 15-credit hour certificate program focuses on understanding perception, culture, and values to enhance conflict resolution in various settings. Students learn to develop interest-based solutions, evaluate consumer conflict situations, and apply strategies to preserve and enhance relationships. The program aligns with the Department's mission to generate new knowledge in consumer sciences and improve the quality of life for individuals, families, and communities. For main-campus students, most classes are completed in a face-to-face learning environment. Online students will complete all courses in an online, asynchronous format.

Admissions

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Code and Title	Hours
CSM 525 Conflict Resolution Workplace	3
CSM 527 Emotional Intelligence	3

CSM 528	Processes of Negotiation	3
CSM 586	Principled Negotiation	3
Please select one of the following electives:		3
CSM 507	Consumr Qual Mgt Facilitn Skil	
CSM 511	Building Employee Engagement	
CSM 515	Customer Service Management	
CSM 530	Family And Consumer Law	
CSM 537	Developing The Leader Within	
CSM 559	Financial Counseling	

Total Hours	15

Transfer Credit

See the Master's Degree Academic Policies section of this catalog for more information.

Time Limits for Degree Completion Requirements

See the Master's Degree Academic Policies section of this catalog for more information.

Academic Misconduct Information

See the Academic Misconduct section of this catalog for more information.

Withdrawals and Leave of Absence Information

See the Withdrawals and Leave of Absence section of this catalog for more information.

Academic Grievances Information

See the Academic Grievance Procedures section of this catalog for more information.

Grades and Academic Standing

See the Grades and Academic Standing section of this catalog for more information.

Consumer Sciences, MS

The Master of Science in Consumer Sciences is a 30-credit-hour degree program that offers advanced study in two complementary concentration areas.

Consumer Economics Concentration

The Consumer Economics concentration offers an applied microeconomics approach to understanding consumers in home, policy, and market environments. This concentration prepares students to continue study in a doctoral program or employment in a research-oriented setting investigating consumer decision-making, personal finance, and related family and consumer policy. This research-oriented concentration requires the successful completion of a thesis.

Family Financial Planning and Counseling Concentration

The Family Financial Planning and Counseling concentration focuses on the knowledge and skills necessary for a career in financial planning and related careers. The curriculum fulfills the educational requirements to sit for the CFP® certification exam that leads to the CERTIFIED FINANCIAL PLANNER™ certification registered with the Certified Financial

Planner Board of Standards, Inc. Students who successfully complete the concentration may sit for the CFP® certification exam that leads to the CERTIFIED FINANCIAL PLANNER™ certification. The concentration also fulfills the educational requirements to sit for the Accredited Financial Counselor® (AFC®) exam offered by the Association for Financial Counseling and Planning Education®. Successful completion of a capstone project is required.

Admissions

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Consumer Sciences, MS		Hours
Core Courses		
CSM 555 or	Research Methods and Analysis	3
CSM 560	Finan Plan Case Study Capstone	
BER 540 or	Statistical Methods In Educ	3
CSM 558	Spreadsheets in Fin. Decisions	
BER 640 or	Adv Statistical Methods in Ed	3
CSM 554	Personal Income Tax Mgt Plang	
Concentration Requirements		21
Total Hours		30

Consumer Economics Concentration

Code and Title		Hours
Consumer Sciences, MS Core Courses		
CSM 599	Thesis Research	6
Choose from the following:		15
CSM 501	Consumer Protection	
CSM 505	Public Policy	
CSM 506	Consumer Mgt Quality Assurance	
CSM 507	Consumr Qual Mgt Facilitn Skil	
CSM 508	Consumer Quality Mgt Systems	
CSM 515	Customer Service Management	
CSM 525	Conflict Resolution Workplace	
CSM 550	Consumer Economics	
CSM 551	Consumer Demographics	
CSM 580		
CSM 586	Principled Negotiation	
Total Hours		30

Family Financial Planning and Counseling Concentration

Code and Title		Hours
Consumer Sciences, MS Core Courses		
CSM 500	Personal Insurance Plan & Mgt	3
CSM 504	Personal Investment Plan & Mgt	3
CSM 510	Pers Retire Plan Empl Benefits	3
CSM 520	Personal Estate Planning	3
CSM 535	Psychology Of Money	3
CSM 559	Financial Counseling	3
Approved Elective		3
Total Hours		30

Transfer Credit

See the Master's Degree Academic Policies section of this catalog for more information.

Accelerated Master's Program

See the Accelerated Master's Degree Academic Policies section of this catalog for more information.

Comprehensive Exam/Capstone

See the Master's Degree Academic Policies section of this catalog for more information.

Fieldwork/Practicum/Internship

See the Master's Degree Academic Policies section of this catalog for more information.

Plan I: Thesis

The Consumer Economics Concentration requires completion of a thesis (Plan I). Upon admission to the M.S. program in Consumer Sciences, students are assigned an interim advisor (i.e., program coordinator or program director). The interim advisor will assist the student in the evaluation of previous work and selection of coursework. Students identify a permanent master's program advisor no later than the end of the first year of study for Consumer Economics concentration and end of the first semester of study for FFPC concentration. Advisors help students plan a course of study and research or professional internship experiences. Students should consult their advisor at least once per semester to review their progress. Students pursuing the Consumer Economics Concentration will select a thesis advisor who will assist in the formulation of the thesis committee. A student's advisor may also serve as their thesis advisor.

See the Master's Degree Academic Policies section of this catalog for more information.

Plan II: Non-Thesis

The Family Financial Planning and Counseling Concentration is a Plan II program. As such, no thesis is required. Instead, Plan II students complete a supervised practicum or a capstone project.

See the Master's Degree Academic Policies section of this catalog for more information.

Time Limits for Degree Completion Requirements

See the Master's Degree Academic Policies section of this catalog for more information.

Student Progress Requirement

See the Master's Degree Academic Policies section of this catalog for more information.

Academic Misconduct Information

See the Academic Misconduct section of this catalog for more information.

Withdrawals and Leave of Absence Information

See the Withdrawals and Leave of Absence section of this catalog for more information.

Academic Grievances Information

See the Academic Grievance Procedures section of this catalog for more information.

Grades and Academic Standing

See the Grades and Academic Standing section of this catalog for more information.

Graduate School Deadlines Information

See the Graduate School Deadline page for more information.

Application for Graduation Information

See the Application for Graduation section of this catalog for more information.

A limited number of graduate assistantships and graduate school fellowships are available. The number of assistantships available varies each year. Graduate assistants must be available in-person approximately 20 hours/week. These assistantships are awarded on a competitive basis. Graduate assistants may be asked to assist with teaching, research, and service missions of the academic unit to which they are assigned. The application for Graduate Assistantship should be submitted before January 15 of each year for full consideration. For more information on the Financial Support, contact the Department of Consumer Sciences Graduate Coordinator.

Further financial assistant information is available at <https://catalog.ua.edu/graduate/about/general-information/financial-assistance/index.html>

Department of Health Science

Athletic Training, MS (p. 712)

Health Studies, MA (p. 726)

Health Education & Promotion, MPH (p. 716)

Health Education & Promotion, PhD (p. 719)

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Chair

- Chaney, Don

Professors

- Chaney, Beth
- Chaney, Don
- Turner, Lori
- Stellefson, Michael
- Usdan, Stuart

Associate Professors

- Elder, Lizzie
- Knowlden, Adam
- Leaver-Dunn, Deidre
- Moran, Ryan
- Nickelson, Jen

- Wallace, Jessica
- Wilkerson, Amanda
- Zemke, Jeri

Assistant Professors

- Hendrix, Sara
- Kim, Nayoung
- Marcantonio, Tiffany
- Nuzhath, Tasmiah
- Tompkins, Leah
- Yang, Yingwei
- Zingg, Taylor

Instructors

- McNeal, Kareem
- McVeagh, Isabella
- McVey, Matthew
- Morgan, Neika
- Wingo, Kelly

PhD Program Coordinator

- Stellefson, Michael

MPH Program Co-Coordinators

- Chaney, Beth
- Tompkins, Leah

MS Athletic Training Program Coordinator

- Elder, Lizzie

MA Health Studies Program Coordinator

- Tompkins, Leah

ATR500 Fundamentals of Professional Practice

Hours 3

Study and discussion of topics and clinical skills related to the prevention; examination, assessment and diagnosis; immediate and emergency care; and therapeutic intervention of injuries and illnesses. Introduction to healthcare administration.

Prerequisite(s) with concurrency: ATR 503

ATR503 Patient-Centered Care

Hours 2

Study and discussion of topics related to the influence of cultural, environmental and intrapersonal factors on health; and the role of athletic trainers acting within their scope of practice to advocate for patients and incorporate outcomes measures in providing patient-centered care.

Prerequisite(s) with concurrency: ATR 500 and ATR 505 and ATR 507 and ATR 510

HHE506 Tech Research In Health

Hours 3

Designed to acquaint the student with the types of research and the methods and materials necessary for scientific inquiry; includes development of a research proposal, with emphasis on form and style.

HHE515 Advanced Foundations of Health Promotion

Hours 3

This course provides an overview of the history, principles, and philosophy of health education/promotion. Key issues in health education and health promotion will be discussed for various age groups and by site of implementation (schools, communities, worksites, and medical care settings).

Prerequisite(s) with concurrency: HES 509

[View All Courses](#)

Athletic Training, MS

Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who provide preventive services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. The University of Alabama Athletic Training Program is a limited-selection, two-year professional master's degree program.

Our mission is to prepare students for the Board of Certification (BOC) examination and successful careers in athletic training. To this end, we will provide quality graduate coursework with innovative and hands-on learning experiences in didactic, laboratory, and clinical education that emphasizes evidence-based practice, interprofessional collaboration in health care, and equitable patient-centered care.

Our program is housed in Capital Hall, a new facility that delivers ingenuity in the use of classroom lecture and lab spaces. All classrooms, offices, and laboratories are located under the same roof, providing more engagement between faculty and students, further developing mentorship that lasts beyond graduation.

The Master of Science in Athletic Training is a 46-credit hour master's program that includes in-person, hybrid, and online classes paired with a clinical education and experience. Students that choose the thesis track will have an additional four hours of research coursework for a total of 50 credit hours. This program requires simultaneous didactic and clinical preparation.

Each semester of the program includes clinical education experiences that parallel the professional coursework. Students are assigned to a different preceptor each semester to strengthen weaknesses, develop confidence, and push boundaries.

On campus, students will work with athletes of the highest caliber through our partnership with Alabama Athletics. Each student will experience either pre-season or post-season in addition to two immersive experiences, complete with travel, as a part of a team's support system across 16 different clinical sites within UA's intercollegiate athletics.

Designed to ensure exposure to diverse educational experiences, clinical education continues off campus with rotations in local high schools, physical therapy clinics, colleges, physician offices, and the UA Student Recreation Center.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission to the Master of Science in Athletic Training (MSAT) program an application must include:

1. Have a minimum of a 3.0 cumulative grade point average (GPA), and a grade of C or better on all prerequisite courses. Students must complete all prerequisite courses listed prior to successfully matriculating to the MSAT program.

2. Have Basic Life Support and First Aid Certification from the American Heart Association or American Red Cross.

3. Have documentation of at least 60 hours of athletic training observation experience with a certified athletic trainer.

Prerequisite Courses

Prerequisite courses include: 3 credit hours each of Psychology, Care and Prevention, Statistics, Biomechanics or Physics, and Exercise Physiology; 4 credit hours of Biology with lab and Chemistry with lab; and 8 credit hours of Anatomy and Physiology with lab (combined or separate).

Admissions Procedures

- Apply to the MSAT Program through The University of Alabama Graduate School.
- Submit the following documents with your application:
 1. A resume or curriculum vitae.
 2. A personal statement of professional and education goals.
 3. Three letters of recommendation from educators, employers, or healthcare professionals. At least 1 letter of application must come from a former instructor/professor.
 4. Evidence of 60 hours of observational experience with a certified athletic trainer using UA's Observational Experience Form.*
- Participate in a virtual interview with the UA AT Program Selection Committee, if offered. An interview is not a guarantee of admission.

Written Technical Standards

The Athletic Training Program (AT Program) at The University of Alabama is a rigorous and intense program that places specific requirements and demands on its enrolled students. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of physically active individuals. The technical standards set forth by the AT Program establish the essential qualifications considered necessary for admitted students to achieve the knowledge, skills, and competencies of an entry-level certified athletic trainer. These standards are also necessary for meeting the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE). All students admitted to the AT Program must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the professional program. Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) examination.

Candidates for selection to the Athletic Training Program must demonstrate:

- 1) The ability to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
- 2) The ability to perform appropriate physical examinations using accepted techniques; this includes, but is not limited to, the ability to observe, position, lift and carry or otherwise transport patients. Some tasks require the ability to lift the equivalent of an adult human's body weight and students must also possess sufficient physical stamina to complete long periods of standing, sitting and moving in a variety of clinical settings. Students must also be able to accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.

3) The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

4) The ability to record physical examination results and a treatment plan clearly and accurately.

5) The ability to maintain composure and continue to exercise good judgment and to function appropriately during periods of high stress.

6) Flexibility and the ability to adjust to changing situations and uncertainty in clinical settings.

7) Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the AT Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The Office of Disability Services will review the documentation of a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition substantially limits the student. If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation. This includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Injury, illness or other situations may temporarily impact a student's ability to meet our Written Technical Standards. This, in turn, would impact a clinical placement and/or ability to participate in some lab activities. In the event of injury or illness, the Medical Director will work with the Office of Disability Services to determine the potential and appropriateness of any accommodations. The student will be required to complete an amended technical standards form for the duration of the accommodation period and a new document following full clearance for return.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Capstone/Non-Thesis Option		Hours
ATR 500	Professional Practice	3
ATR 503	Patient-Centered Care	2
ATR 505	Examination and Diagnosis I	3
ATR 507	Examination and Diagnosis II	2
ATR 509	Examination and Diagnosis III	3
ATR 510	Clinical Skills I	1
ATR 511	Examination and Diagnosis IV	3
ATR 513	Therapeutic Intervention I	2
ATR 517	Therapeutic Intervention II	2
ATR 519	Advanced Trauma Management	1
ATR 520	Clinical Skills II	1
ATR 521	Therapeutic Intervention III	3
ATR 525	Research in Athletic Training	1

ATR 530	Clinical Immersion I	2
ATR 531	Therapeutic Intervention IV	3
ATR 533	Therapeutic Intervention V	2
ATR 535	Health Care Administration	3
ATR 540	Clinical Skills III	1
ATR 541	Therapeutic Intervention VI	2
ATR 545	Seminar in AT	2
ATR 550	Culminating Experience II	2
ATR 598	Non-Thesis Research	2
Total Hours		46

Thesis Option		Hours
ATR 500	Professional Practice	3
ATR 503	Patient-Centered Care	2
ATR 505	Examination and Diagnosis I	3
ATR 507	Examination and Diagnosis II	2
ATR 509	Examination and Diagnosis III	3
ATR 510	Clinical Skills I	1
ATR 511	Examination and Diagnosis IV	3
ATR 513	Therapeutic Intervention I	2
ATR 517	Therapeutic Intervention II	2
ATR 519	Advanced Trauma Management	1
ATR 520	Clinical Skills II	1
ATR 521	Therapeutic Intervention III	3
ATR 525	Research in Athletic Training	1
ATR 530	Clinical Immersion I	2
ATR 531	Therapeutic Intervention IV	3
ATR 533	Therapeutic Intervention V	2
ATR 535	Health Care Administration	3
ATR 540	Clinical Skills III	1
ATR 541	Therapeutic Intervention VI	2
ATR 545	Seminar in AT	2
ATR 550	Culminating Experience II	2
ATR 599	Thesis Research (Students will take ATR 599 in 2 semesters for 6 total hours)	6
Total Hours		50

Students will take 3 clinical integration courses during which they will complete clinical experiences at affiliated clinical settings. In addition, the curriculum includes 2 immersive clinical experiences with one lasting a minimum of 4 weeks (ATR 530) & the other lasting 8 weeks (ATR 550). All of these courses have assigned academic credit and are included in the list above.

Students will complete a non-thesis capstone project (ATR 598) or a thesis (ATR 599). Both of these options have assigned academic credit and are included in the list above.

Transfer Credit

Due to specialty accreditation standards, students cannot transfer any courses into the MSAT program.

Capstone Requirement

Students will complete a culminating experience in ATR 550 Culminating Experience II to meet the Capstone Requirement.

Clinical Requirements

Each semester of the program includes clinical education experiences linked directly to the professional coursework through the Clinical Skills courses. Students are assigned to a different preceptor each semester of program enrollment. In accordance with accreditation guidelines and program philosophy, students complete exposures to a variety of patients. Each student will complete a clinical rotation requiring either pre-season or post-season experience and travel. Clinical education assignments are designed to ensure the student exposure to diverse educational experiences through work with a variety of Preceptors, patients and allied medical and medical professionals in many different settings. In addition to the 16 clinical sites within the UA Department of Intercollegiate Athletics, a range of local high schools, physical therapy clinics, colleges, physician offices and the UA Student Recreation Center serve as affiliated clinical settings within the AT Program.

While in clinical education experiences, students must be directly supervised by your preceptor. Students are expected to comply with all facility and organizational rules that are outlined by the assigned preceptor and all patient care decisions should be discussed with a preceptor prior to providing care.

In order to be allowed to participate in clinical education experiences through The University of Alabama Athletic Training Program, students must maintain clearance through Castlebranch. In order to receive and maintain clearance, students must submit the following requirements by the assigned dates (varies each year). Students that do not meet the requirements will not be allowed to begin his/her clinical experiences and students that fail to maintain clinical experience will be removed from his/her clinic site. Failure to participate in clinical experience will result in earning a grade of F in clinical courses and will delay progress through the AT Program.

- Background Check
- 10-panel Drug Screen
- CPR certification
- Physical Examination
- Influenza (vaccine or signed declination)
- Varicella (chicken pox) - 2 vaccinations or positive antibody titer
- Measles, Mumps, & Rubella (MMR) - 2 vaccinations or positive antibody titer
- Tetanus, Diphtheria, and Acellular Pertussis (TDaP) - TDaP vaccination within the past 10 years
- Tuberculosis (TB) - 1 step TB skin test OR QuantiFERON-TB Gold Plus test
- Child Protection Training
- Confidentiality Statement

Students are required to pass a 10-panel drug screen for clinical clearance. Students are required to undergo additional screening for drugs, alcohol or other controlled substances if:

- injury occurs at clinical site.
- there is a medication or handling discrepancy at clinical site.
- medication may have been stolen or improperly used at clinical site (by anyone associated with site).
- the student appears unfit for duty as a result of use reasonable cause or suspicion to believe student is under the influence or is otherwise impaired & unable to perform 1 or more essential functions of the placement with or without reasonable accommodation.

- the student poses a direct threat to health or safety of self or others specifically because of use.

A positive result from a required additional screening will result in your removal from the clinical setting, which will impact your grade in the associated clinical class. You will undergo a 10-panel urinalysis on a weekly basis until your test is negative. You will be cleared to return to your clinical setting following that negative test. Athletic Training Students are responsible for all costs associated with drug testing. Repeated positive tests may result in your release from the AT Program.

Confidentiality Requirements

In collecting, maintaining, and disclosing personnel information, the University and the AT Program affiliated settings make every effort to protect employee and patient privacy rights and interests and prevent inappropriate or unnecessary disclosures of information from any patient's file or record.

While complying with governmental reporting and record keeping requirements, the clinical settings associated with the AT Program strive to ensure that it handles all personal and job-related information about patients in a secure, confidential, and appropriate fashion. Therefore, athletic training students should prevent and not participate in the unauthorized access, use, review, disclosure, dissemination, alteration, or destruction of confidential information regarding patients, students, or employees. Such confidential information includes, but is not limited to:

- Information from student records in violation of the institution's policy on confidentiality of student records and/or the Family Educational Rights and Privacy Act (FERPA);
- Information from employee records in violation of the institution's personnel privacy policy or state or federal laws;
- Information from internal discrimination/ harassment investigations when such information is required to be kept confidential and shared only on a need to know basis;
- Any personally identifiable health information relating to the past, present, or future physical or mental health condition of an individual, the provision of health care to an individual, or the past, present, or future payment for the provision of health care to an individual, in violation of state or federal laws (including but not limited to: HIPAA, ADA, Section 504 of the Rehabilitation Act, or FMLA)

Violation of the Confidentiality Policy will result in release from the AT Program.

Professional Appearance and Relationships Guidelines

There will be program-wide and site-specific professional appearance and relationship guidelines. Failure to comply with these guidelines may limit clinical access and result in dismissal from the MSAT Program. Students will be provided with these guidelines at the start of each academic year and will sign an attestation form to indicate their understanding and agreement to comply with the guidelines.

Gambling

Students enrolled in MSAT Program shall not knowingly:

- Provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition;
- Solicit a bet on any intercollegiate or professional team;
- Accept a bet on any team representing the institution;

- Solicit or accept a bet on any intercollegiate competition for any item (e.g. cash, shirt, dinner) that has tangible value; or
- Participate in any gambling activity that involves intercollegiate athletics or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling.

Athletic training students shall not participate in any gambling activity that involves intercollegiate or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling (e.g. sports "pools", internet gambling, "800" numbers, etc.). This includes other methods not run through organized gambling (e.g. pools, fantasy leagues, etc.), even if the bet or value of the prize is a "friendly" wager. Violation of the Gambling Policy will result in your release from the AT Program.

Plan I - Thesis Process Requirements

The MSAT Program is a thesis-optional program. Students that are interested in the thesis option should discuss this with the AT Program Director as early as possible. There are specific deadlines that need to be met for the thesis process and failure to meet this deadlines may result in a delay in graduation and AT certification. A thesis evidencing research capacity, independent thought, and the ability to interpret materials is required of all master's degree candidates who pursue Plan I. The subject chosen must be directly related to Athletic Training and must be approved by the graduate committee of the major department or school and by the head of the student's major department or division.

A thesis committee must consist of at least three members appointed by the dean of the Graduate School. Students set up their committee through the Graduate Academic Activities portal on the Graduate School website. The request normally is made as soon as the successful defense of the thesis proposal has been completed. All members of a thesis committee must be members of the Graduate Faculty. The Committee Chair must be a full or associate member of the Graduate Faculty. One member must be from outside the student's major department. The majority of the thesis committee must be full-time regular University of Alabama faculty. If the outside member is not a full or associate member of the UA Graduate Faculty (e.g., a highly qualified person from another university, a business, or industry), the graduate dean needs to appoint that member by approving Affiliate Graduate Faculty status for the specific purpose of serving on the student's thesis committee. Unless there are extraordinary circumstances meriting approval by the graduate dean before the final oral defense of the thesis, all members of the thesis committee must attend the defense.

The candidate must give members of the examining committee a minimum of two weeks to read the thesis before the date of the final oral examination. All members must agree that the student is ready for the final oral thesis defense. A final oral thesis defense is required of all students completing a thesis. All members of the thesis committee must be members of the UA graduate faculty and must attend the final oral thesis defense unless there are extraordinary circumstances warranting the graduate dean's approval of the absence prior to the defense meeting.

The final oral thesis defense is the culminating experience in the master's program. As such, all members of the thesis committee are expected to attend and participate in real time. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but the student and Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. In circumstances where virtual participation is necessary, all participants must follow the Virtual Participation guidelines found below.

Plan II- Non-Thesis Process Requirements

The non-thesis option is the plan that best fits the professional goals of most MSAT students. In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all MSAT students. The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. The capstone experience will be completed as part of ATR 598 Non-Thesis Research in the final semester of the MSAT Program.

Time Limits for Degree Completion Requirements

All requirements for the master's degree must be completed during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded. There is no provision for an extension of the time limit beyond six years for master's students. More information on the Graduate School policy on Time Limits for Degree completion can be found [here](#).

Student Progress Requirement

Students admitted to the MSAT Program must meet the following criteria for retention:

- earn a grade of C or higher in all MSAT courses
- uphold The University of Alabama Code of Student Conduct and the NATA Code of Ethics
- meet all clinical clearance deadlines (through CastleBranch) without delay
- follow all AT Program policies and procedures
- comply with all clinical education site- specific policies and procedures during assignment to the corresponding clinical site
- show commitment to the AT Program through demonstration of academic, organizational and financial ability to participate in all program requirements

Students that do not earn a C or higher in their coursework will have to repeat the course in the next semester that it is offered before continuing on through the course sequence. This will delay graduation approximately 1 academic year.

Academic Misconduct Information

According to the Code of Academic Conduct, academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty.

Any suspected violation of the Academic Honor Code will be sent to the Academic Misconduct Monitor (in HES: Assistant Dean). Except in divisions that have alternate academic misconduct policies that have been approved by the academic vice president, academic misconduct cases shall be resolved by the divisional academic misconduct monitor or the academic dean of the division in which the alleged action took place after consultation with the academic dean or monitor in the division where the student is enrolled. However, with the concurrence of both deans, the responsibility for resolving an academic misconduct case can be transferred to the dean of the division in which the student is enrolled. Appeals from the monitor's decisions may be made to the academic

dean; appeals from the academic dean's decisions may be made to the Office for Academic Affairs.

The Graduate School Academic Misconduct policy can be found [here](#).

Withdrawals and Leave of Absence Information

All courses within the MSAT Program are in a required sequence and must be completed in this order. Withdrawing from an individual course cannot be done as each semester class is a co-requisite for each other.

A graduate student may withdraw from the university (i.e., withdraw from all courses in the semester), either for non-medical or medical reasons, in accordance with deadlines. The first thing a student considering withdrawal should do is to consult with his or her academic advisor.

It is the student's responsibility to initiate a withdrawal through myBama and provide the information necessary to complete the withdrawal process. Academic Bankruptcy (described in the Undergraduate Catalog) is not available to graduate students.

Withdrawing from a semester will delay graduation. MSAT students can re-take the course sequence in the next semester that the courses are offered. Students should contact student accounting for information about the financial effects of withdrawing, including information on how federal financial aid, loans, and scholarships may be affected.

Under compelling circumstances beyond the student's control, a graduate student may request that the department petition the Graduate School with the rationale for granting a leave of absence. If granted by the Graduate School, a leave of absence will cover one or more upcoming semesters rather than any prior semester(s). A leave of absence is not a method of avoiding continuous registration requirements, and it does not lengthen the time limit. When a student returns from a leave of absence, the Graduate School must be notified and will work with the department and student to determine the number of semesters remaining on the time limit and the degree requirements that remain.

The Graduate School Withdrawals and Leave of Absence information can be found [here](#).

Academic Grievances Information

Students should attempt to resolve academic grievances with the course instructor. If the issue cannot be resolved, the student should contact the AT Program Director and/or Health Science Department Chair. If the grievance still cannot be resolved, the Internal Complaint Process for Students can be found [here](#).

The Graduate School Academic Grievances information can be found [here](#).

Grades and Academic Standing

In addition to the requirements for MSAT Program Retention, The Graduate School scholastic requirements will have to be met. The Graduate School scholastic requirements can be found [here](#) (p. 28).

Graduate School Deadlines Information

Graduate School deadlines can be found [here](#).

Application for Graduation Information

Application for Graduation information can be found [here](#) (p. 15).

Health Education & Promotion, MPH

The Department of Health Science offers a Master's of Public Health (MPH) degree program in Health Education & Promotion. The program is offered both on campus and through a distance education format (online). The 42-credit-hour MPH program provides a high quality, student-oriented, and health-equity-focused curriculum developed to deliver core public health competencies that emphasize the application of health education and promotion. Designed for eventual Council on Education for Public Health (CEPH) accreditation, the curriculum offers education in the foundational areas of public health (health behavior, environmental health, epidemiology, biostatistics, and health services administration) and is tailored to train health promotion professionals to plan, implement, and evaluate programs to promote individual and population-based health. Upon program completion, students are eligible to take two national exams for professional certification: Certified Health Education Specialist (CHES) exam and the Certified in Public Health (CPH) exam.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. At least 3 letters of recommendation
 - Applicants should seek out at least 3 recommenders who are familiar with their skills and abilities
 - Letters written by family or friends are not accepted
 - Quality letters of recommendation are typically at least one single-spaced page in length
 - Applicants should reach out to the MPH Program Director if more guidance on selecting recommenders is needed
2. A résumé or curriculum vita (CV)
3. A statement of purpose that details the following information. Please be sure to proofread your statement before submitting:
 - Interests in the fields of Health Education, Health Promotion, and related areas
 - Any skills, abilities, or experience applicants may have that would support enrollment in the selected program
 - Professional goals and aspirations in public health
 - How the program aligns with the applicant's goals and aspirations
 - Any other information applicants would like to share regarding their qualifications to study at the graduate level at UA

The Statement of Purpose should be at least 1-2 pages in length and the writing should be representative of a potential graduate student. Please be sure to proofread and edit your statement before submitting it with your application.

4. A brief video of no more than 3 minutes in which the applicant responds to the following questions:
 - How would our MPH in our field of Health Education and Promotion meet your educational needs?
 - What are your current or future career aspirations in public health, and specifically in Health Education and Promotion?
 - How have you been successful in your past academic pursuits and how would you foresee yourself being successful in this MPH program?

The video should be no more than 3 minutes long. Applicants can upload their video to a video sharing website such as YouTube and provide

the link to their video if they are not able to attach or upload their video directly to the application. The video or a link to the video should be added on the "Portfolio" page of the application. Instructions for the video are also available on the "Portfolio" page in the application.

Please note that no academic credit, course waivers, or credit shall be granted for life experience or previous work experience. Also, a student cannot earn both the MA in Health Studies degree and the MPH degree. Courses completed can only be used to earn one degree from the Department of Health Science.

All applicants who receive an offer of admission must accept that offer by submitting their intent to enroll. The link to accept an offer of admission is in the official notice of communication sent by the UA Graduate School. Once a student has accepted admission, they will be required to have an initial advising appointment with the MPH Program Director.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Health Education & Promotion, MPH		Hours
HHE 512	Adv Foundations of Pub Hlth	3
HHE 515	Adv Foundation Health Promot	3
HHE 520	Theories of Health Behavior	3
HHE 530	Health Promotion Techniques	3
HHE 565	Planning Health Promotion Prog	3
HHE 566	Program Eval In Hlth Promot	3
HHE 521	Basic Epidemiology	3
HHE 526	Biostatistics	3
HHE 586	Environmental Health Promotion	3
HHE 587	Health Disparities	3
Select one of the following:		3
HES 509	Research Methods	
HHE 506	Tech Research In Health	
*Applied Practice Experience		3
HHE 580	Applied Practice Experience I	
HHE 581	Applied Practice Experience II	
Approved Electives		6
HHE 570	Critics Iss in Global Hlth	
HHE 588	Sex Ed: Theory & Practice	
HHE 589	Women and Health	
HHE 590	Cert Hlth Ed Specialist Study	
HHE 591	Field Study in Int Health	
HHE 596	Independent Study	
ANT 505	Culture, Mind, and Behavior	
ANT 511	Culture Health & Healing	
ANT 523	Legal Anthropology	
ANT 574	Neuroanthropology	
BEP 550	Life Span Development (Offered Online)	
BEP 561	Social Cult Basis Behav (Offered Online)	
BEP 565	Personality & Social Dev	
BER 540	Statistical Methods In Educ (Offered Online)	
BER 631	Inqry As Interp: Qual I	
COM 513	Communication & Diversity	
COM 525	Gender & Pol Com	
COM 550	Qualitative Research Methods	

CSM 525	Conflict Resolution Workplace
CSM 537	Developing The Leader Within
HD 512	Adult Development
NHM 530	Advanced Nutrition Counseling
NHM 555	Maternal and Infant Nutrition
NHM 557	Childhood Obesity (Offered Online)
NHM 558	Nutr Prev Trtmt Chron Disease
NHM 561	Adv. Vitamins and Minerals
Other Elective Courses Available with Faculty Advisor Approval	
Total Hours	42

*Under the guidance of a department faculty advisor, students will work with a preceptor in a practice-based setting (e.g., community or volunteer organization, health department, etc.) and produce two high-quality work products (e.g., needs assessments, tool kits, trainings) that benefit the organization and advance public health practice. The work products produced must demonstrate student attainment of at least five MPH competencies (3 foundational and 2 program). By the end of the Applied Practice Experience (APE), all students must produce a high-quality written report and submit their two approved products.

Transfer Credit

Applicants interested in transferring graduate credit to the MPH program from an outside institution should reach out to an MPH Program Coordinator. *Please note the Department of Health Science allows a maximum of 6 hours of transfer credit as approved by a Program Coordinator. All transfer credit must have been completed with a B or higher from a regionally accredited school within 6 years of the date of admission to the program.* See also the UA Graduate School's information on Transfer Credit (p. 15).

Accelerated Master's Program (AMP)

Information on the AMP is listed in AMP section of this catalog

Specialized Degree Programs

The Department of Health Science offers some specialized degree programs with other academic programs.

Accelerated Master's Program (AMP) for current BSPH undergraduate students

MA in Anthropology/MPH

PhD in Anthropology/MPH

Dual Graduate Programs - MA in Anthropology/MPH and PhD in Anthropology/MPH

The dual degree programs blend excellent graduate training in biocultural medical anthropology with rigorous and applied preparation in public health education and promotion. The aim is to produce graduates versed in the assessment of and engagement with health as a biological, cultural and structural phenomenon, and trained to engage multiple levels of the social ecology of health.

Application and Admission - MA in Anthropology/MPH Program

Applicants must meet the admission criteria for each program

Applicants will indicate interest in the dual degree program in the notes section of the application and in their Statement of Purpose.

- Applicants will identify a departmental 'home' (anthropology or health science) in their Statement of Purpose.
- Departments will review applications separately. If the review decisions are the same (accept or reject):
 - The 'home' department will notify applicants of their status
- If the review decisions are not the same, the departments will convene a meeting (virtual or in person) to review files of applicants whose status is in dispute.
 - If the parties cannot agree on applicant status, the departments will notify applicants separately of their decisions.
 - Departments will track the number of disputed applications and will use this tracking as a basis for periodic review of admissions decisions and student performance in the program.

PhD in Anthropology/MPH Program

Applicants must meet the admission criteria for each program

Each department's admission committee will thoroughly review applicant transcripts to ensure that undergraduate course content and performance indicate the potential to pursue two advanced degrees successfully in a compressed time frame.

- Applicants will indicate interest in the dual degree program in the notes section of the application and in their Statement of Purpose. Students who develop an interest in the dual degree program after matriculation will need to formally apply and go through the admissions process for the second department.
- Applicants will identify a departmental 'home' (anthropology or health science) in their Statement of Purpose.
- Applicants will identify a faculty mentor, who must then agree to take the student on as a mentee.
- Departments will review applications separately. If the review decisions are the same (accept or reject):
 - The 'home' department will notify the applicant of her/his status
- If the review decisions are not the same, the departments will convene a meeting (virtual or in person) to review the files of applicants whose status is in dispute
 - If the parties cannot agree on applicant's status, the departments will notify the applicant separately of their decision.
 - Departments will track the number of disputed applications and will use this tracking as a basis for periodic review of admissions decisions and subsequent student performance.

MA/MPH Dual-degree completion requirements:

Students enrolled in the dual degree program must complete the minimum required credit hours for both programs. After review of the curricula and syllabi, the partner departments have identified 12 hours of course work in anthropology that may count toward both degrees, given the equivalent content and rigor:

- ANT 600 Research Design (3 hr.) may substitute for HES 509 Research Methods (3 hr.).
- ANT 502 Health Inequities (3 hr.) may substitute for HHE 587 Health Disparities (3 hr.).

The Anthropology Department reciprocates this acceptance. The Health Science courses named above (HES 509 and HHE 587) may substitute for their identified anthropology counterparts (ANT 600 and ANT 502, respectively) in the curricular plans of public health students pursuing a master's degree in anthropology. Additionally:

- Two of the following ANT Electives may substitute for two HHE Electives. These electives supply theoretical, methodological, or

content expertise beneficial to either discipline. All have a health focus.

- ANT 505 Culture, Mind, and Behavior
- ANT 511 Culture Health & Healing
- ANT 550 Probs In Anthropology: Legal Anthropology
- ANT 576 Nutritional Anthropology
- ANT 574 Neuroanthropology
- ANT 610 Theory Method Medical Anthropol

All courses are 3 credit hours.

Completion of the capstone experiences required by both degree programs must be met to receive the dual degrees.

PhD in Anthropology/MPH Dual-Degree Completion Requirements:

Students enrolled in the dual degree program must complete the minimum required credit hours for both programs. After review of the curricula and syllabi, the partner departments have identified 12 hours of course work in anthropology that may count toward both degrees, given their equivalent content and rigor:

- ANT 600 Research Design (3 hr.) may substitute for HES 509 Research Methods (3 hr.).
- ANT 502 Health Inequities (3 hr.) may substitute for HHE 587 Health Disparities (3 hr.).

The Anthropology Department reciprocates this acceptance. The Health Science courses named above (HES 509 and HHE 587) may substitute for their identified anthropology counterparts (ANT 600 and ANT 502, respectively) in the curricular plans of public health students pursuing a master's degree in anthropology. Additionally:

- Two of the following ANT Electives may substitute for two HHE Electives. These electives supply theoretical, methodological, or content expertise beneficial to either discipline. All have a health focus.
 - ANT 505 Culture, Mind, and Behavior
 - ANT 511 Culture Health & Healing
 - ANT 550 Probs In Anthropology: Legal Anthropology
 - ANT 576 Nutritional Anthropology
 - ANT 610 Theory Method Medical Anthropol
 - ANT 574 Neuroanthropology

All courses are 3 credit hours.

Successful completion of all coursework and a capstone experience for both programs must be met to receive the dual degrees.

Pursuit of dual degree paused (PhD/MPH):

If a student wishes to take a leave of absence from degree pursuit, three options are available:

1. The student may request a leave of absence from both programs. Requests must be made via letter, attached to an email to the student's doctoral advisor, the anthropology graduate director and the dual degree coordinators for both programs. Both programs must review the request and agree on the decision to grant or deny. The student must return and complete all remaining requirements in both programs within the degree completion time limit (within 9 years of enrollment in the PhD/MPH program), or both degrees will be forfeit.
2. The student may request to continue with one program of study and take a leave from the other. Requests must be made via letter, attached to an email to the student's doctoral advisor, the

anthropology graduate director and the dual degree coordinators for both programs. Both programs must review the request and agree on the decision to grant or deny the request. Deadlines and benchmarks for the program from which the leave is taken may be suspended at that program's discretion, but the overall degree time limit (9 years from enrollment in the dual degree program) will not change.

3. The student may request to de-couple the two degrees, have the degree for which the requirements have been completed conferred, and request a leave of absence from the other program. Requests must be made via letter, attached to an email to the student's doctoral advisor, the anthropology graduate director and the dual degree coordinators for both programs. Both programs must review the request and agree on the decision to grant or deny. If the programs agree to grant the request, the student will be considered to have withdrawn from the dual degree program and will forfeit the double-counting of credits for the program from which leave has been granted.

Pursuit of dual degree terminated:

For both dual degree programs (MA/MPH and PhD/MPH), if a student decides to discontinue work towards one degree but to continue pursuit of the other, he/she must meet all customary requirements for the continued program, with no double counting of courses, to receive a degree.

Capstone - Applied Practice Experience & Integrative Learning Experience

All students in the MPH program must complete a capstone requirement in the form of an Applied Practice Experience or APE. The APE requires students to complete at least 75 hands-on hours at a public health-related site under the guidance of a qualified Preceptor who is employed at the site. The student must complete two pre-approved products for their site by the end of their APE. In addition to the hours and products, APE students must complete and pass a written requirement called the Integrative Learning Experience (ILE) product and also compile a report of their APE experience.

The APE should be completed toward the end of a student's degree program. Students are able to enroll in the Applied Practice Experience I and II courses after satisfactorily completing 18 hours of course work including the required pre-requisites with a GPA of 3.0 or higher. The APE is two courses which will be taken consecutively. Students will enroll in HHE 580 Applied Practice Experience I (1 hr.) to locate their site as well as get approval for their planned experience. Students will then enroll in HHE 581 Applied Practice Experience II (2 hr.) in the subsequent semester to start and complete the hands-on experience.

Registration into HHE 580 Applied Practice Experience I (1 hr.) is by permit only and this course is a required pre-requisite for HHE 581 Applied Practice Experience II (2 hr.). Students should speak with their MPH Faculty Advisor regarding when they will be expected to enroll in the APE sequence.

Time Limits for Degree Completion Requirements

The MPH program adheres to the time limits set forth by the UA Graduate School. Students have six years or 18 semesters immediately preceding the date on which the degree is to be awarded to complete all degree requirements and graduate. For details, see Graduate School information on Time Limits (p. 15).

Student Progress Requirement

All students will need to remain in good academic standing and make progress towards graduation by completing at least one course per semester. Students have six years or 18 semesters immediately preceding the date on which the degree is to be awarded to complete all degree requirements and graduate. Graduate students are expected to maintain a cumulative GPA of 3.0 or higher throughout their enrollment. Students whose cumulative GPA drops below a 3.0 will be placed on Academic Warning. Details about Academic Warning and other scholastic standing information is available at Grades and Academic Standing (p. 258).

The MPH program follows the criteria and guidelines set forth by the UA Graduate School for student progress.

Academic Misconduct Information

The MPH program follows the criteria and guidelines set forth by the Graduate School on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Students are encouraged to follow University policies and processes if seeking a withdrawal from a course, a withdrawal from all courses, or a leave of absence (p. 244).

Academic Grievance Information

The MPH program adheres to the academic grievance procedures (p. 255) as outlined by the Graduate School.

Grades and Academic Standing

The MPH program adheres to the Grades and Academic Standing (p. 28) set forth by the Graduate School, except for the transfer credit limit for the program is set to 6 hours. All students will need to remain in good academic standing and make progress towards graduation by completing at least one course per semester. Students have six years or 18 semesters immediately preceding the date on which the degree is to be awarded to complete all degree requirements and graduate. Graduate students are expected to maintain a cumulative GPA of 3.0 or higher throughout their enrollment. Students whose cumulative GPA drops below a 3.0 will be placed on Academic Warning.

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information about the application to graduate (p. 15).

Health Education & Promotion, Ph.D.

The PhD program in Health Education & Promotion is designed to provide students with coursework and practical experiences needed to become leading faculty, researchers, and scholars in health education and health promotion. By the conclusion of the program, students will be able to do the following: clearly conceptualize the theoretical and philosophical basis of health education and health promotion; effectively plan, implement, and evaluate health education and health promotion programs; elucidate the psychological and sociological influences on health education and promotion; and conduct their own independent research projects. For more information, please contact the Department of Health Science at (205) 348-9087 or Box 870311, Tuscaloosa, AL

35487-0313. Additional information is also available on the Department's website.

Admissions

In addition to meeting the minimum Graduate School admission requirements, applications must include the following materials to be considered for regular admission as part of a holistic admissions process:

- Completion of a master's degree program at the time of initial enrollment;
- An unofficial GRE score (an official score will be required on admission);
- Updated CV;
- Submit at least one relevant course paper or graduate-level scientific writing project where the applicant is the primary contributor (e.g., Master's thesis, literature review, capstone project, research proposal, grant proposal);
- Statement of Purpose limited to 800 words that addresses the following items:
 - (1) How have your prior research and teaching experiences prepared you for a PhD in health education and promotion?
 - (2) How do your research interests align with the research interests of Health Science PhD Program faculty?
 - (3) What are your future career goals related to health education/promotion research?
- Clear alignment with the research agendas of Health Science PhD Program faculty;
- Three letters of recommendation from faculty or other professionals capable of judging the applicant's ability to be successful in a PhD program. At least one letter must come from a faculty member with a doctoral degree who taught the applicant in a graduate-level course; and
- A zoom interview with select PhD Program Faculty and the PhD Program Coordinator.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Code and Title	Hours
Health Education and Promotion Core Courses	12
HHE 604 Seminar In Health	
HHE 605 Theor Sci Basis Hlth Edu	
HHE 606 Plan Admin Hlth Ed Prog	
HHE 667 Ad Eval Health Ed & Hlth Promo	
Advanced Research and Statistical Methods	12
HHE 626 Adv Biostatistics in Hlth	
HHE 627 Multivariate Meth in Hlth	
Courses may include the following:	
HHE 628 Qual Research Meth in Hlth	
NHM 648 Secondary Analysis Survey Data	
Other Courses with Approval	
Social and Behavioral Science Coursework	12
Courses may include the following:	
HHE 530 Health Promotion Techniques	
HHE 586 Environmental Health Promotion	

HHE 587 Health Disparities	
HHE 588 Sex Ed: Theory & Practice	
HHE 589 Women and Health	
Other Courses with Approval	
Directed Research	12
Courses may include the following:	
HHE 596 Independent Study	
HHE 602 Readings In Health	
HHE 603 Spec Projects In Healt	
HHE 685 Field & Lab Experience	
HHE 698 Research	
Other Courses with Approval	
Dissertation Research HHE699	18
Total Hours	66

The PhD program in Health Education & Promotion has additional graduation requirements, including a comprehensive examination and dissertation. See below:

Dissertation: Students are required to complete an acceptable dissertation that shows their ability to conduct independent research. The dissertation should also demonstrate skills in organization, writing, and presentation on a particular topic in the field of health education and promotion. It should make an original contribution to knowledge and be approved by the dissertation committee and Dean of the Graduate School. A final oral dissertation defense is the culminating experience. A minimum of 18 hours of HHE 699 Dissertation Research hours must be completed.

Transfer Credit

The PhD Program in Health Education and Promotion allows students to transfer up to 6 semester hours of elective graduate courses completed previously into the program (no more than six years old). Only graduate lecture coursework with grades of B or higher may be considered for transfer. Transfer decisions are based on (1) equivalence of a previous course to a similar course offered here and (2) how the transfer course would support the student's program of study. However, students must complete a total of 66 credit hours of Doctoral work above the Master's level. In addition, students may not transfer graduate coursework to satisfy the health education/health promotion core or research and statistical methods requirements.

Transfer of elective courses occurs on a case-by-case basis, assuming that the course has some relationship to the student's overall career goals. Transfer credits often go toward the research focus or social and behavioral sciences. The Department accepts transfer courses they consider equivalent in rigor and content to similar courses offered in the department. The PhD Program Coordinator may request that students provide syllabi, course outlines, textbooks, and catalog descriptions for any courses they request to transfer.

See the Graduate School link below for more information about the UA Graduate School-wide transfer policies (p. 21).

Doctoral Plan of Study Requirement

Graduate School Information on the Doctoral Plan of Study can be found here (p. 21).

Comprehensive Exams

Doctoral students in the Health Education and Promotion Program are required to successfully complete the comprehensive examination.

Passing the comprehensive exam is required for proceeding with other program requirements (e.g., prospectus, dissertation) and obtaining the doctoral degree. The examination should be completed at least nine months before the degree is to be awarded. The comprehensive exam is offered on the first Tuesday/Thursday of the Fall semester, first Tuesday/Thursday of the Spring semester, and the last Tuesday/Thursday of the Spring semester each year. This exam should be prepared for by individual study expanding on the content covered in the courses listed below:

- **HHE 605:** Advanced Theoretical and Scientific Basis of Health Education and Health Promotion;
- **HHE 606:** Planning and Administration of Health Education and Health Promotion Programs;
- **HHE 626:** Advanced Biostatistics in Health;
- **HHE 627:** Multivariate Methods in Health; and
- **HHE 667:** Advanced Evaluation in Health Education and Health Promotion.

The exam must be passed unconditionally before the student can submit their dissertation prospectus and defend their dissertation proposal. Prior to taking the exam, students must have completed the courses listed above with a grade of at least a B. At least two weeks prior to the exam, each student will receive more information about the exam.

Students should NOT assume that “A” level performance in their coursework is adequate preparation for the comprehensive exam. Students must be registered for at least one semester hour of graduate work during the semester(s) the comprehensive exams are taken. To prepare, students should review all materials from listed coursework as well as other related courses and supplementary material. **Each student must demonstrate the highest levels of learning including application, synthesis, analysis, and evaluation of material covered throughout the core courses.** PhD comprehensive exam responses must be written in an essay or textual format and should not include bullet points or other list-based formatting.

Failed comprehensive examinations can only be retaken once. Failing the comprehensive exam twice results in dismissal from both the PhD program and the Graduate School.

Once a student has passed the comprehensive exam, the Doctoral Qualifying Exam Form in Slate must be submitted to the UA graduate school.

Admission to Candidacy Requirements

The requirements for advancing to candidacy include passing the comprehensive examination; completion of all core coursework; receiving dissertation committee approval of the dissertation prospectus during a mandatory meeting of all committee members, and having the committee recommend the student for admission to candidacy for the doctoral degree. The completed candidacy form is submitted to the Graduate School well in advance of the final semester.

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

Prospectus Meeting

The prospectus meeting is a key milestone for PhD students, conducted prior to admission into candidacy. This meeting involves the student and

five prospective dissertation committee members, serving to establish a shared understanding of the proposed dissertation research.

The prospectus document should summarize the research idea, questions, and proposed methodology in no more than 20 double-spaced pages, excluding references. The document must include the following:

- Abstract providing a concise overview of the research purpose, methods, expected results, and significance
- Introduction: Reviews background information, articulate the problem being addressed, and explain the rationale for the study, culminating in research questions or hypotheses.
- Method: Describe participants, procedures, and data analysis plans with enough detail to ensure feasibility and replicability
- Expected Outcomes & Implications: Reviews the study's connection to the field of health promotion.

Prior to the meeting, the student must obtain approval from their Dissertation Chair and share the completed prospectus with all committee members at least two weeks in advance.

During the meeting, the student is required to give a formal presentation summarizing their prospectus. This presentation should not exceed 20 minutes and must provide an overview of the key elements of the document, including the purpose of the study, research questions or hypotheses, proposed methods, anticipated outcomes, and their potential implications for the field of health education and promotion. The presentation is followed by a discussion during which committee members provide feedback, ask questions, and offer guidance. The meeting is expected to last no longer than two hours in total.

The committee will evaluate the prospectus and assign one of three outcomes: high pass, pass with edits, or resubmission necessary.

The Dissertation Chair is required to notify the PhD Program Coordinator and Department Chair of the meeting's outcome. Students may only advance to candidacy after their prospectus has been approved. If the prospectus is not approved, the student must revise it based on committee feedback and schedule a follow-up meeting.

Appointment/Change in Doctoral Dissertation Committee

Around the same time that your Dissertation Committee Chair submits the Doctoral Candidacy Form, you, as the student, should submit the “Appointment/Change in Doctoral Dissertation Committee Form.” The process for setting up or changing your dissertation committee is an electronic process. This paperless process will generate emails to each committee member so that they can accept or reject the invitation to serve on your committee. Members of the committee should be selected along with your Dissertation Committee Chair. This online form officially establishes the student's doctoral committee.

Dissertation Committee Membership

All dissertation committee members must hold Graduate Faculty status at UA and represent at least two academic departments. The chair of the committee must be a full member of the Graduate Faculty. Our Department requires that the Dissertation Committee Chair (or its lead Co-chair) is a PhD Program Faculty member in our department. The doctoral dissertation committee must include a minimum of five (5) faculty members. We also require a minimum of three (3) individuals from our Departments' PhD Program faculty serve on the dissertation committee. There should be at least one committee member from outside of our department. These individuals should be selected along with your dissertation committee chairperson. You and your Dissertation Chairperson should ensure that they have (or will have) Graduate Faculty

Membership. Students should try to form a dissertation committee by the end of their second semester of doctoral study.

Dissertation Proposal

Having received guidance from the dissertation committee, the formal dissertation proposal can be developed and generally completed after all or most of the course work is completed, and the comprehensive examination has been successfully completed. The dissertation proposal aims to show the appropriateness, manageability, and significance of the projected research. The department defines a dissertation proposal as the first three chapters of the traditional dissertation (note: the format will look different for an article-style dissertation). The student formally presents the written proposal to the dissertation committee and defends it in a meeting with the committee. The proposal normally includes an introduction giving an overview and stating the proposed research's significance, literature review, and methodology. Each student will work closely with their Dissertation Chair and committee to develop a dissertation proposal.

Once the student and dissertation chair have developed a proposal and the graduate Dean has approved the dissertation committee, the student schedules the dissertation proposal meeting that includes all committee members. **The student cannot propose a dissertation and have its final defense in the same semester.**

Proposal presentations typically last about 30-50 minutes. They often include a brief handout of the presentation outline and main points and electronic presentation formats such as PowerPoint presentations. Dissertation Chairs help students decide on an appropriate presentation package. The Dissertation Chair invites all PhD students and department faculty to attend the public portion of dissertation proposal meetings.

An email announcement about a student's dissertation proposal should be sent to the Department Chair and College for inclusion in the CHES Newsletter. Posting for the Dissertation Proposal must be made public two weeks prior to the proposal.

In preparing for dissertation proposal meetings, PhD students will work closely with their dissertation committee at all stages in developing a dissertation proposal. The dissertation proposal format will be distinct depending on the dissertation style selected by the student.

Students who elect to pursue the **Traditional Dissertation Format** option will prepare a dissertation proposal that includes three (3) fully developed chapters consisting of the:

1. Introduction,
2. Comprehensive Literature Review, and
3. Proposed Methodology

Students who elect to pursue the **Article-Style Dissertation Format** option will prepare a dissertation proposal that includes:

1. An introduction with:
 - a. Theoretical foundations,
 - b. Comprehensive literature review,
 - c. Statement of the problem, and
 - d. Proposed methods for each of the three planned papers that will be written as part of the dissertation.

The proposal should be presented to the Dissertation Committee no later than 2 weeks (10-15 workdays) before the proposal meeting. Electronic copies can also be provided to other department PhD students and other faculty members, specifically as follows:

- *Dissertation Committee* –1 electronic copy (by email) as MS Word file.

After conferring with their Dissertation Chair, students traditionally take responsibility for contacting committee members and arranging a date, time, and location for proposal meetings. During the period of doctoral study, the faculty expects PhD students to attend the public portion of dissertation proposal meetings of other PhD students.

The initial proposal of the dissertation to the student's committee should be a formal presentation. A polished and professional quality proposal should be the standard. Students will be expected to present their formal research proposal to the graduate faculty, graduate students, and other auxiliary faculty and guests. Directly following the proposal, the student's dissertation committee will convene to approve the proposal or recommend that a student resubmit a modified proposal later.

Dissertation

A dissertation showing the ability to conduct independent research and skill in organization, writing, and presentation must be prepared on a topic in health education and promotion. It must constitute an original contribution to knowledge. Early in the process, the subject of the dissertation must be approved by the dissertation committee and by the Dean of the Graduate School. The doctoral dissertation is designed to provide students with a significant research experience. Students may choose from 2 formats to conduct a dissertation: the typical 5-chapter format and the article-style dissertation format. The Dissertation Chair and committee members will assist the student in selecting a format.

Article-Style Dissertations

At the doctoral level, "article-style" dissertations are unified works that include several distinct but closely related research or creative activity studies, each of which is of publishable quality. This approach is intended for doctoral students whose dissertation will consist of a number of related manuscripts or articles that represent independent research or creative activity. This option is strongly encouraged for students enrolled in the PhD Program in Health Education and Promotion.

Article-style dissertations must be based upon research completed while the student is enrolled at The University of Alabama. The student must be the first author, or equivalent, as defined by the discipline for each article used. As with traditional dissertations, the article-style dissertation must be the student's original idea. It must be a unified work and include a sequence of three articles of publishable quality around a cohesive theme, with a comprehensive review of literature demonstrating an in-depth understanding of the unifying framework.

In Article-style dissertations, there will be:

- introductory material to describe the studies, show how they are related, and explain their significance;
- connecting language to bridge each study to the next; and
- a summary clarifies the importance of the studies, integrates the major findings, and discusses the implications for the overall topic.

These components do not have to be separate sections or chapters. They may be parts of the manuscripts or may be accomplished in an abstract. The manuscript will be one of the sets of tables, figures, and reference lists for the document.

All parts of article-style dissertations must conform to the provisions set forth by the UA Graduate School, except when the circumstances of a specific project or discipline's style manual require deviation. Doctoral students who choose the article-style dissertation will write a final, completed dissertation that will consist of at least three (3) journal-style manuscripts or articles. Students considering the article-style approach

should contact the Graduate School before beginning their work about specific article-style guidelines or deviations from traditional procedure.

Authorship Guidelines for Article-Style Dissertations

The student should be the primary author on all of the published or publishable works. Committee members are typically included on the papers produced by the dissertation work since they are working in a collaborative relationship with the graduate student. The decision regarding authorship should be based on the degree to which a given committee member contributed to each paper. Serving on the committee does not guarantee authorship.

If an article(s) is multi-authored, you should justify or clarify the contributions of the other authors in relation to the research project. Issues of clarification should include the origins of the conceptualization and design, data collection, analysis and interpretation of the data, and other significant areas of contribution. The student will be involved with every aspect of the dissertation.

General requirements for assigning authorship credit to the manuscripts generated during the dissertation process include:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

For more details on peer-reviewed journal article authorship expectations.

The doctoral student will consult with the committee members to decide on the fate of unpublished papers at the time of graduation. Time limits should be established, so that publication of papers is not held up if the graduate does not submit papers following graduation.

Traditional Dissertation

A dissertation consists of three main parts: the preliminary pages, the text, and the reference matter. Each part contains several sections. Some sections may be omitted, but the order of the following outlines must be observed.

Preliminary Pages

- Title page includes Committee Chair and list of committee members (required; see Appendix A. Do not number this page)
- Copyright page (required; see Appendix A. Do not number this page)
- Abstract (required; number this page ii) - **must not exceed 350 words**
- Dedication page (Optional)
- List of abbreviations or symbols (required when symbols used are not self-explanatory)
- Acknowledgments (required)
- Table of contents (required; titles of each section listed must concur exactly with body of the paper. Do not list this page among the contents)
- List of tables (required when tables are used)
- List of figures (required when figures are used)
- List of illustrations (required when illustrations are used)

Main Manuscript

- Body of paper (with 5 chapters or sections formatted following the template available from the UA Graduate School)
- Bibliography or References (choose one, depends on accepted practice within the discipline)
- Appendices
- IRB Certificate (where applicable)

Illustrative Materials

- Drawings, graphs and colored images may be included only if they are of high quality. All materials must conform to the margin requirements outlined in this manual.
- Photographs, charts, maps, drawings, and similar items can be included.

Supplementary Files

- Supplementary materials, e.g. audio, video, and Spreadsheet, may be included as supplementary files as part of your electronic submission, however, you **MUST** follow the formatting and submission requirements set out in ProQuest's instructions for supplementary files.

IRB Certification

- A copy of the Institutional Review Board (IRB) certification must be included in the appendix where a dissertation involves human subjects.

Dissertation Defense

When the student and the committee consider the dissertation to be complete, the committee will conduct the final oral examination of the dissertation. The final oral dissertation defense is the culminating experience in the doctoral program. Once the dissertation committee has agreed that the student is prepared for the final oral dissertation defense, the student and committee members will set the defense date. All doctoral candidates must give members of the dissertation committee a minimum of two weeks to read the dissertation before the date of the required final oral examination.

Final defense presentations typically last about 30-50 minutes. They often include a brief handout of the presentation outline and main points and electronic presentation formats. Dissertation chairs help students decide on an appropriate presentation package. During the period of doctoral study, the faculty expects PhD students to attend the public portion of dissertation final defense meetings of other PhD students.

After conferring with their Dissertation Chair, students traditionally take responsibility for contacting committee members and arranging a date, time, and location for dissertation final defense meetings. Refreshments are not required at the final defense. Dissertation Chairs announce the dissertation's final defense date, time, and the location at Department and College levels. Faculty Advisors invite all graduate students and department faculty to attend the public portion of dissertation final defense meetings. An email announcement should be sent to the Department Chair and College for inclusion in the CHES Newsletter.

In preparing for dissertation final defense meetings, PhD candidates will:

Work closely with the Dissertation Chair and Committee at all stages in completing the dissertation.

Provide Committee members with one electronic copy (delivered by email) as an MS Word file of the final version of the dissertation.

All members of a student's dissertation committee are expected to attend and participate in real-time, usually in person, in any oral examination as part of the student's graduate degree program. Traditionally, oral

examinations are conducted with the student meeting their committee while gathered in one physical location on campus. However, the need occasionally arises for virtual participation in the oral examination. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but the student and UA Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. In addition, the dissertation must comply with the regulations of the UA Graduate School.

When the dissertation has been completed, the candidate will be given a final oral examination by a committee of not fewer than five members, one of whom must be from outside the student's major department and appointed by the dean of the Graduate School. This examination will focus primarily on the candidate's research work, as embodied in the dissertation and the dissertation's field, but it may encompass the complete program for the degree. The majority of the committee must approve that the student successfully defended the dissertation. The results of the examination must be reported to the Office of the Graduate School at least six weeks before the commencement at which the degree is to be conferred.

Graduate School deadlines, including each semester's dissertation deadline, are available at the Graduate School's homepage, along with details of ETD submission, including information on what needs to be submitted to the Graduate School. The graduate dean must approve the dissertation before the student can be cleared for graduation.

All Committee members must be present and sign the appropriate paperwork following successful defense of the dissertation. Most dissertations, even in the final form for the meeting, require some follow-up work. The Doctoral Final Defense Form in Slate must be completed and submitted to the UA Graduate School once a student has passed their dissertation defense.

After the successful defense, the Committee Acceptance Form for Electronic Dissertation must be completed and submitted to the UA graduate school once the dissertation committee is ready to sign off on the final version of the dissertation. In other words, a student can pass their defense, but the committee may want them to make changes before the dissertation is submitted to the Graduate School. In this case, only the Doctoral Final Defense form would be submitted in Slate to acknowledge that the defense has taken place and the outcome of the defense, but the Committee Acceptance Form for Electronic Dissertation would be held until student has made the changes required by the dissertation committee. Thus, the PhD candidate's program effectively concludes when all Committee members accept the dissertation and sign the appropriate paperwork.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Student Progress Requirement

Annual Evaluation of Progress Toward Degree Completion by PhD Students

Faculty have a responsibility to evaluate students' competence across multiple aspects of performance, development, and functioning. Students should know that their faculty and department administrators will evaluate student competence in areas other than, and in addition to, their coursework, comprehensive examinations, and related program requirements. Students are expected to meet all academic requirements,

possess discipline-specific knowledge, display professional competency, and engage in scholarship activities that are fitting of a PhD program.

Students will be evaluated in the following areas:

ACADEMIC STANDARDS/REQUIREMENTS

1. Grades in Courses and Overall GPA:

Throughout the doctoral program, the student must maintain a minimum overall grade point average (GPA) of 3.00 in all coursework. Additionally, students must achieve a grade of "B" or higher on all courses listed in their Plan of Study (unless the class is for pass/fail credit, in which case the student must receive a "pass" grade). The student must re-take any course that does not meet this grade requirement.

EVALUATION STANDARDS

1. Engagement in Scholarly Activities (e.g., research, manuscripts, conference presentations, teaching, professional development):

Each year, students will be assessed on their engagement in scholarly activities. Sample activities that doctoral students might do to meet the annual scholarly engagement requirements are presented below.

- Actively participate in a faculty-supervised independent research project.
- Engage in collaborative research and development activity with core program faculty and other faculty on campus.
- Present at a state, regional, national, or international conference (e.g., SOPHE, APHA).
- Collaborate with the research mentor or department professor as author or co-author of a scholarly manuscript for publication consideration to a peer-review journal.
- Complete HHE 596 (Independent Study) and/or HHE 602 (Readings in Health) with at least one written product (e.g., a literature review, secondary analysis, thematic paper) that could serve as the basis for a published article/research project, grant proposal, or dissertation topic.

***Note. Prior to Enrolling in Dissertation Credit Hours, Students Must Have:**

1. Conducted a minimum of one research or other scholarly activity under the supervision of a PhD program faculty member(s); and
2. Disseminated a minimum of two research or other scholarly activities via professional publication or presentation. The student must be the first author or primary presenter for at least one of these research projects.

Teaching

- For teaching assistants (TAs) or doctoral students those listed as instructor of a course(s), complete evaluations of teaching effectiveness in the classroom (e.g., SSOI results, student-initiated surveys to obtain student feedback on teaching).
- Attend a campus-wide teaching workshop (<https://teachinghub.as.ua.edu/>) to improve teaching strategies when in the classroom.
- Serve in a leadership role on a committee or hold an office in a professional organization related to health promotion.

- Review abstracts for a professional organization's annual meeting (e.g., APHA, SOPHE, SEATA).

Professional Development

- Attend a campus-wide professional development research focused event (e.g., grant-writing workshop)
- Attend and/or volunteer to participate in Department/College/or UA research-related events (e.g., judge for URCA, attendance in Graduate Research Seminar).
- Attend a state, regional, national, or international conference.

1. NCHEC Competencies specified in the Eight Areas of Responsibility of a Health Education Specialist:

Students will self-assess their performance in profession-wide advanced competency areas, specifically, within NCHEC's eight areas of responsibility of a Health Education Specialist (<https://www.ncheec.org/responsibilities-and-competencies>).

The assessment process will include pre- and post-program self-assessments conducted by the student which are then reviewed and evaluated by the faculty. Results will be used to identify program strengths and weaknesses, and will inform discussions around program changes.

1. Assessment of Needs and Capacity
2. Planning
3. Implementation
4. Evaluation and Research
5. Advocacy
6. Communication
7. Leadership and Management
8. Ethics and Professionalism

Additional Professional Standards:

In addition to adherence to ethics and the honor code described above, other evaluative areas include, but are not limited to, demonstration of sufficient:

1. **interpersonal and professional competence** (e.g., the ways in which students relate to peers, faculty, other professionals, study participants, the public, and individuals from diverse backgrounds or histories);
2. **self-awareness, self-reflection, and self-evaluation** (e.g., knowledge of the potential impact of one's own beliefs and values on clients, peers, faculty, health education/promotion professionals, the public, and individuals from diverse backgrounds or histories);
3. **openness to processes of supervision** (e.g., the ability and willingness to explore issues that either interfere with or impede professional development or functioning); and
4. **resolution of issues or problems that interfere with student/professional development or functioning in a satisfactory manner** (e.g., responding constructively to critical feedback from supervisors or program faculty; the successful completion of remediation plans; participating in resolution of issues or problems).

The Code of Ethics for the Health Education Profession

Students are expected to adhere to rules, laws, and codes governing the academic training program and the field of health promotion, specifically the NCHEC Health Education Code of Ethics. Although students may not become Certified Health Education Specialists, doctoral students in this

program are expected to adhere to the 2020 Code of Ethics, Articles I and II, for the Health Education profession (<https://www.ncheec.org/code-of-ethics>).

The annual evaluation covers April 1 of the preceding year through March 15 of the current year. The Faculty Advisor or Dissertation Chair informs the student, PhD program coordinator, and department chair that the student passed the annual evaluation. If the Faculty Advisor or Dissertation Chair finds that the student is not making satisfactory progress, the Faculty Advisor works with the student and PhD program coordinator to resolve the problem. If the process does not resolve the problem, and the Faculty Advisor or Dissertation Chair exhausts all reasonable options to reach a solution, then the Faculty Advisor or Dissertation Chair refers the matter to the Department Chair for resolution. Depending on the chair's assessment outcome, the Faculty Advisor/ Dissertation Chair may support the student (with a "pass"), ask the student to comply with corrective measures, or dismiss the student from the program.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Acquisition of Financial Support: A limited number of graduate assistantships (GAs) and fellowships are available to students in the Department of Health Science. These positions are awarded on a competitive basis and are contingent upon meeting performance expectations and remaining in good academic standing. Graduate assistantships are .50 FTE appointments, requiring 20 hours of service per week. In return, GAs receive a tuition scholarship, a monthly stipend, and health insurance benefits. Financial support is typically guaranteed through the first three to four years of the program for PhD students who meet performance expectations and who do not violate the conditions outlined below.

Applicants interested in a graduate assistantship must apply by November 1st for full consideration and no later than February 1st for admission for the following fall semester. Final decisions on graduate assistantship awards are made by the Department Chair, though faculty input and rankings play a significant role in the selection process. Employment outside of a departmental GA position is strongly discouraged.

Fellowship Nominations: Fellowships are offered through the UA Graduate School on a competitive basis. Exceptional students may

be nominated for fellowships by the Department based on their research productivity, academic performance, and contributions to the Department. Fellowship recipients receive tuition, a stipend, and benefits comparable to those provided through GAs. Fellowship nominations are determined by departmental faculty through a voting process.

Performance Expectations for Continuing Financial Support: To continue receiving financial support, students must meet the following expectations:

- **Good Academic Standing:** Students must maintain good academic standing in the PhD program, which includes maintaining satisfactory grades and timely progress toward degree completion.
- **Compliance with Policies:** Students must complete all mandatory annual training and adhere to the rules and policies of The University of Alabama, the College of Human Environmental Sciences, and the Department of Health Science.
- **Adequate Job Performance:** Graduate assistants must perform assigned duties satisfactorily, whether related to teaching or research, as determined by their assigned supervisor.
- **Continuous Research Progress:** Beginning in their second semester, students must demonstrate continuous research progress under the direction of a department-approved research advisor.

Conditions for Termination of Financial Support: Financial support may be terminated if a student meets any of the following conditions, as determined by departmental review:

- **Dereliction of Duty:** This includes failure to comply with human subjects protection policies, instructional policies, absence from scheduled obligations without prior notification, or unsatisfactory completion of duties associated with the funded position.
- **Academic Misconduct:** Resolved findings of academic misconduct may lead to termination of financial support, as determined by university policies.
- **Loss of Good Academic Standing:** Students not in good standing have one probationary semester to improve their academic status. Failure to do so will result in termination of financial support.
- **Insufficient Research Progress:** Students who fail to make adequate research progress, as determined by their dissertation committee, may be given one probationary semester to address deficiencies. Continued lack of progress will result in termination of financial support.
- **Delinquent Reviews:** Students who fail to complete required annual reviews within the specified timelines may face probation and eventual termination of financial support.

In all cases of potential termination, the Department Chair and PhD Program Coordinator, with input from relevant faculty, will review the circumstances and provide students with appropriate notice of impending actions. Immediate termination may occur in severe cases, while other cases will provide the student with a probationary period to address deficiencies.

Health Studies, MA

The Department of Health Science offers the program in health studies leading to the Master of Arts degree. The program courses address areas including the foundations of health promotion, program planning, implementation, and evaluation. Students are prepared to practice in community non-profits and worksite settings. The degree does not require a thesis. Students will complete a comprehensive exam as their culminating experience.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. At least 3 letters of recommendation.
 - Applicants should seek out 3 recommenders who are familiar with their skills and abilities.
 - Letters written by family or friends are not accepted.
 - Quality letters of recommendation are typically at least one single-spaced page in length.
 - Applicants should reach out to the Health Studies MA Program Director if more guidance is needed on selecting recommenders.
2. A Résumé or Curriculum Vita (CV)
3. A Statement of Purpose that details:
 - Interests in the field of Health Education, Health Promotion and related fields
 - Any skills, abilities, or experience applicants may have that would support enrollment in your selected program
 - Professional goals and aspirations
 - How the program to which the applicant is applying aligns with the applicant's goals and aspirations
 - Any other information the applicants would like to share regarding their qualifications to study at the graduate level at UA

Statements should be approximately 2 pages in length, double-spaced, and the writing should be representative of a potential graduate student. Please be sure to proofread and edit the statement before submitting with the complete application.

Please note no academic credit, course waivers, or credit shall be granted for life experience or previous work experience. Also, no student can earn both the MA in Health Studies and the MPH degrees. Courses completed can only be used to earn one degree from the Department of Health Science.

Requirements for After Admission

All applicants who receive an offer of admission must accept that offer by indicating their intent to enroll. The link to accept admission is in the official offer of admission letter sent by the UA Graduate School. Once a student has accepted admission, they will be required to have an initial advising appointment with the MA in Health Studies Program Director.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

**This program is only offered online through distance education.*

The Master of Arts in Health Studies degree will be awarded to the student who has met the following requirements:

- Successful completion of 30 hours of approved courses including 9 hours of electives.
- Evidence of the capacity to perform academically at the graduate level and to make satisfactory academic progress by maintaining an overall GPA of 3.0 or higher throughout the program.
- Completing their comprehensive exam through earning the Certified Health Education Specialist certification through the National Commission for Health Education Credentialing (NCHEC).
- Students are expected to demonstrate writing proficiency at a graduate level.

The MA in Health Studies program does not offer a thesis option. All students will complete 9 hours of electives and and earn the Certified Health Education Specialist Exam as their culminating experience to complete the degree requirements.

Code and Title		Hours
Required Courses		
HHE 515	Adv Foundation Health Promot	3
HHE 520	Theories of Health Behavior	3
HHE 530	Health Promotion Techniques	3
HHE 565	Planning Health Promotion Prog	3
HHE 566	Program Eval In Hlth Promot	3
HHE 590	Cert Hlth Ed Specialist Study	3
Select one of the following:		3
HHE 506	Tech Research In Health	
HES 509	Research Methods	
Elective Courses - Select 3		9
HHE 512	Adv Foundations of Pub Hlth	
HHE 521	Basic Epidemiology	
HHE 526	Biostatistics	
HHE 570	Critics Iss in Global Hlth	
HHE 586	Environmental Health Promotion	
HHE 587	Health Disparities	
HHE 588	Sex Ed: Theory & Practice	
HHE 589	Women and Health	
HHE 591	Field Study in Int Health	
HHE 596	Independent Study	
Completion of a Comprehensive Exam		
Total Hours		30

Transfer Credit

Applicants interested in transferring graduate credit to the MA program from an outside institution should reach out to the MA Program Coordinator. *Please note the Department of Health Science allows a maximum of 6 hours of transfer credit as approved by the MA Program Coordinator. To be counted toward the MA, all transferred hours must have been completed with a B or higher from a regionally accredited school and taken during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA master's program.* See also the UA Graduate School's transfer policies (p. 15).

Comprehensive Exam

All students in the MA in Health Studies program must complete and pass a culminating experience in order to graduate from the program. The culminating experience is passing the Certified Health Education Specialist (CHES) Exam. The MA program does not require a thesis.

The CHES Exam is offered by the National Commission for Health Education Credentialing (NCHEC). NCHEC is a national health education organization that certifies health education specialists, promotes professional development, and strengthens the professional preparation and practice of health educators. The CHES Exam tests students on the concepts and areas of responsibility reflected in the program learning outcomes.

The CHES Exam is administered twice a year (each April and each October) for a period of 10 days in both months. CHES Exam dates are provided on the NCHEC website. The CHES Exam is computer-

based assessment offered at over 400 registered sites. The CHES Exam consists of 150 scored items and includes 15 additional, unscored pilot items. Examinees are provided three hours to complete the multiple-choice exam.

Students must plan to cover the CHES Exam fee and any other costs associated with the exam. Exam fee details and the registration information for current students are provided on the NCHEC website. Once they are eligible to register, students must submit proof of registration to the MA Program Coordinator. Exam eligibility and registration details are on the NCHEC website.

Students must complete and pass the exam in order to have the exam count as the culminating experience to earn the degree. Students must submit evidence of their passing score to the MA Program Coordinator before the deadline set for their semester of graduation.

Time Limits for Degree Completion Requirements

The MA in Health Studies program adheres to the time limits set forth by the UA Graduate School (p. 15). Students have six years or 18 semesters immediately preceding the date on which the degree is to be awarded to complete all degree requirements and graduate.

Student Progress Requirement

The MA in Health Studies program adheres to the Student Progress Requirements set forth by the UA Graduate School.

Academic Misconduct Information

The MA in Health Studies program follows the criteria and guidelines set forth by the Graduate School on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Students are encouraged to follow university policies and processes if seeking a withdrawal from a course, a withdrawal from all courses, or a leave of absence (p. 244).

Academic Grievances Information

The MA in Health Studies program adheres to the academic grievance procedures (p. 255) as outlined by the Graduate School.

Grades and Academic Standings

The MA in Health Studies program adheres to the grading and academic standing requirements set forth by the Graduate School, except for the transfer credit limit for the program is set to 6 hours.

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Please visit this link for information about application to graduate.

Department of Human Development and Family Studies

Human Development and Family Studies, MS (p. 728)

Department Head

- Totenhagen, Casey

Professors

- Hernandez-Reif, Maria
- Laird, Robert

Associate Professors

- Kendrick, April
- Berryhill, Blake
- Casper, Deborah
- Downs, Karly
- Blitch, Kimberly
- Burns-Nader, Sherwood
- Scofield, Jason
- Totenhagen, Casey
- Witte, Tricia

Assistant Professors

- Ellis, Alexa
- Love, Heather
- Weymouth, Bridget
- Lee, Caleb
- Thiel, Jaye

Professors Emeriti

- Hudson, Carmen
- Curtner-Smith, Mary Elizabeth
- Enders, Linda
- Jesse, Peggy
- Ladewick, Becky
- Stinnett, Nancy
- Stinnett, Nick
- Strickland, Martha

Program Directors and Coordinators

- Casper, Deborah - Graduate Program Coordinator
- Burns-Nader, Sherwood - Child Life Program Coordinator
- Love, Heather - Undergraduate HDFS Program Coordinator
- Blitch, Kimberly - Early Childhood Education Program Coordinator
- Witte, Tricia - Addiction and Recovery Program Coordinator
- Berryhill, Blake - MFT Program Director

HD500 Lifespan Human Development

Hours 3

This course will advance students' knowledge of the theories and research in human development across the lifespan. Major areas of study include: developmental theory and physical, cognitive, social and emotional development.

HD512 Adult Development

Hours 3

Theories of and research on development throughout adulthood; young adulthood, middle years and aging are presented.

[View All Courses](#)

Human Development and Family Studies, MS

Human Development and Family Studies (HDFS) focuses on helping children, families, and relationships thrive. Our students and faculty work from a lifespan ecological perspective on development and families, recognizing and supporting the many forms of diversity in individuals, families, developmental pathways, and contexts. We focus on discovering and applying new knowledge to strengthen individuals, families, relationships, and communities, and on preparing the next generation of professionals to serve and lead.

Human Development and Family Studies' (HDFS) students seek advanced employment or leadership positions in occupations serving children, adults, and families, or admission to PhD programs. All students complete coursework in lifespan human development, family science, research methods, statistics, and select additional courses aligned with their interest and career goals. Faculty research laboratories, The Children's Program, and collaborations with various agencies serving children and families across the state of Alabama provide opportunities for research and experiential learning.

Students have three options in pursuing the HDFS M.S. Degree:

1. The HDFS M.S. program with no concentration.
2. HDFS M.S. with a concentration in Marriage and Family Therapy
3. HDFS M.S. with a concentration in Child Life

Prospective students are strongly encouraged to reach out to the HDFS Graduate Program Coordinator or the Program Coordinator/Director for their concentration prior to applying.

Concentrations

Marriage and Family Therapy (MFT) provides graduate students with high quality training in the theory, skills, and professional identity essential to competent practice in the field of marriage and family therapy. Students graduate equipped to treat a wide variety of individual, couple, and family mental health issues with diverse populations.

Child Life (CL) is for students who wish to pursue the healthcare career of a Certified Child Life Specialist (CCLS). CCLSs support children and their families in the healthcare setting by providing education about diagnoses, support through procedures, and by promoting development. Through personalized advising and a flexible curriculum, the program accommodates students trained in other areas who wish to pursue a career in child life, as well as child life specialists seeking advanced training.

Admissions

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

HDFS M.S.		Hours
HD 500	Lifespan Human Development	3
HD 562	Dynamics Of Family Reltn	3
HES 509	Research Methods	3
BER 540	Statistical Methods In Educ	3
Credit Hours Subtotal:		12
Students must also complete a thesis or comprehensive exam.		
Thesis Requirements		
HD 599	Thesis Research	6

Advisor Approved Statistics Class	3
Total Hours	21

The above table shows the 12 credit hour Program Core classes that students choosing any of the 3 program options (HDFS with no concentration, Marriage and Family Therapy, or Child Life) must take.

In addition to the 12 credit hour Program Core, students opting for a thesis will complete 9 credit hours (plus the 9 credit hours of thesis requirements), whereas students opting for the comprehensive exam will complete 18 credit hours.

Program Options

Students have three options in pursuing the HDFS M.S. Degree:

1. The HDFS M.S. program with no concentration.
2. HDFS M.S. with a concentration in Marriage and Family Therapy
3. HDFS M.S. with a concentration in Child Life

After being admitted into a specific concentration, any request to switch concentrations must be approved by the HDFS Graduate Faculty Committee. Students should consult with their advisor or the Department Chair before requesting to switch concentrations.

Students in all three options complete the same 12 credit hour Program Core classes highlighted in "Curricular Requirements" above. Each options has its own set of additional requirements.

HDFS M.S. with No Concentration

The HDFS M.S. with no concentration provides a more flexible program of study and prepares students for advanced employment and leadership roles in their field and/or research skills and preparation for PhD programs. To learn more about this option, please see our HDFS Graduate Program webpage.

Students choosing this option can choose to complete a research thesis (Plan I) or a non-thesis option (Plan II). In addition to the 12 credit hour Program Core and thesis or comprehensive exam requirements, students must complete the following:

HDFS M.S. with no concentration	Hours
Choose 9-18 credits from the following:	9-18
Must include one Family Studies Course	
HD 561 Theories Family Studies	
HD 535 Parent/Child Relationship	
Must include one Developmental Course	
HD 512 Adult Development	
HD 602 Adv Infant Development	
HD 601 Advanced Child Development	
HD 603 Adv Adol Development	
Advisor Approved Electives	
Total Hours	9-18

Marriage and Family Therapy Concentration

The Marriage and Family Therapy (MFT) concentration prepares students to take the licensure examination leading to Clinical Membership in the American Association for Marriage and Family Therapy. To learn more about the MFT graduate program, please visit our MFT Program webpage.

In addition to the 12 credit hour Program Core, students pursuing the MFT program of study will complete 39 credit hours (24 didactic + 15 practica and internship) of concentration courses. Clinical opportunities are provided in the College's Capstone Family Therapy Clinic.

Curricular Requirements

HDFS M.S. with MFT Concentration		Hours
HD 640	Couple and Sex Therapy	3
HD 641	MFT Ethics (MFT Ethics)	3
HD 642	Assess Psychopathology MFT	3
HD 645	Cultural Diversity in MFT	3
HD 664	Family Therapy	3
HD 665	Advanced Family Therapy	3
HD 567	Pract Marriage Family Therapy	3
HD 568	Pract I Marriage Family Thery	3
HD 667	Pract II Marriage Family Ther	3
HD 668	Intern Marriage Family Therapy	6
Choose 6 credits from the following:		6
HD 535	Parent/Child Relationship	
HD 561	Theories Family Studies	
HD 631	Readings Human Developmt	
Advisor Approved Electives		
Total Hours		39

Child Life Concentration

The concentration in Child Life prepares students to take the Child Life Professional Certification Exam to become a Certified Child Life Specialist. To learn more about our Child Life program, please visit our Child Life Concentration Graduate Program page.

In addition to the 12 credit hour program core, students pursuing the Child Life concentration will complete 24 credit hours as outlined below.

Curricular Requirements

HDFS M.S. with Child Life Concentration		Hours
HD 550	Hospitalzd Child & Youth	3
HD 551	Loss And Bereavement	3
HD 591	Sp Prob Hum Dev Fam Stdy	3
Choose 2 Developmental Courses		6
HD 602	Adv Infant Development	
HD 601	Advanced Child Development	
HD 603	Adv Adol Development	
HD 670	Internship in Child Life	9
Total Hours		24

Transfer Credit

Graduate School information on Transfer Credit. (p. 15)

Accelerated Masters Program (AMP)

Graduate School information on the Accelerated Masters Program (p. 7).

In addition to the requirements outlined by the graduate school, students applying to the AMP program for HDFS should have completed a minimum of 12 credits of HD coursework.

Capstone Requirements

All students must complete a requirement of a thesis (Plan I) or a non-thesis option (Plan II). Plan II is the option taken by students in the MFT and Child Life Concentrations. For students pursuing HDFS with no concentration, they may choose between a thesis (Plan I) or non-thesis option (Plan II).

Plan I - Thesis Process Requirements

A thesis evidencing research capacity, independent thought, and the ability to interpret materials is required of all Master's degree candidates who pursue Plan I. The subject chosen must be in the major field and must be approved first by the student's major professor and then by the graduate committee of the major department or school and by the head of the student's major department or division. The thesis committee must consist of at least three members approved by the Dean of the Graduate School. A student and his or her major professor will select the thesis committee. All members of a thesis committee must be members of the Graduate Faculty. Two members must be from the student's major department and one member must be from outside the student's major department. The student's major professor will serve as the committee chair.

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 and timeline for the completion of the thesis project, as well as evidence that adequate facilities are available where the work will be done, to the head of the major department or school. Students are strongly encouraged to complete the thesis while in residence.

Note that students completing a thesis must also take an additional statistics class and at least 6 credit hours of HD 599 Thesis Research.

Plan II - Non-Thesis Process Requirements

Plan II is the option taken by students in the MFT and Child Life Concentrations, who complete comprehensive exams or comprehensive exam equivalents as their capstone requirement. HDFS students with no concentration who do not select Plan I will typically complete a comprehensive exam as part of Plan II. The comprehensive exam is a take-home essay exam normally completed in the student's final semester. Students will have two attempts to pass the comprehensive exam.

HDFS students with no concentration choosing Plan II may also pursue a project-in-lieu-of-thesis (PILOT) at the discretion of the student's major professor. A PILOT (Plan II) is not always available, or feasible. Students should not assume that they will be able to conduct a PILOT. The major difference between a traditional thesis and a PILOT is that in the former, the student originates the idea for the study and fully develops the research question and the design of the study. In contrast, a PILOT is likely to be an idea that the major professor has already fully developed, or is in the process of developing, or is a study or project already in the process of being conducted.

After consulting with their Major Professor about the possibility of completing a PILOT, and receiving approval to complete a PILOT, a written agreement should be developed between the student and the Major Professor as to what will comprise the PILOT, including a timeline to complete the PILOT. The Major Professor and student must sign the agreement for it to be valid. Prior to starting on the PILOT, students must also propose their project to a committee of three faculty members. All

three committee members may come from within the Department of Human Development and Family Studies. The student's major professor will chair the student's committee and will be one member on the PILOT Committee. Only two of the three committee members must be members of the Graduate Faculty.

The student must produce a written document that describes the planning and implementation of the project, including a literature review, (or similar acceptable document, such as an IRB protocol) to present to the PILOT committee. No date will be set for the committee to meet until the committee reads and provides feedback to the Major Professor and/or student about the PILOT. The student is responsible for scheduling a proposal meeting with the PILOT committee, presenting the proposal and receiving approval from the committee to conduct the PILOT. Once the project is completed, the student submits the written document to the committee, and presents the results of the project at a final defense before the committee members. The PILOT committee unanimously must approve the student's defense of the project and sign-off on the PILOT Defense Form. PILOT Defense Forms can be obtained from the Program Assistant in the Department of Human Development and Family Studies. If the PILOT is part of a study already being conducted, the IRB must be amended to include the student's name after the PILOT committee has approved the PILOT. The student is expected to write different sections of the PILOT, including assisting with the writing of the PILOT (e.g., literature review), collecting and working with data (e.g., administering assessments, coding videotapes, scoring and entering assessments into a database, etc.), assisting with the data analyses and interpretation and write up of the results and discussion sections.

Students who complete a PILOT must enroll for at least 6 credit hours of HD 598 Research Practicum - Non Thesis Research.

Internship Requirements

Each student completing the Marriage and Family Therapy, or the Child Life concentration will be required to complete an internship. The internship does not satisfy the capstone requirement. Students must also complete a thesis, PILOT, or comprehensive exam.

To be eligible to sit for the Child Life Professional Certification Examination, child life students must complete a 600 hour clinical internship under the supervision of a Certified Child Life Specialist. Child life internships are unique in that students apply and compete for an internship in child life programs of their choice. During an internship, child life students further their knowledge and skills and practice implementing child life services with patients and families in order to become job ready. Child life internships are very competitive, and child life students are encouraged to meet with their advisor to learn about and prepare for the process.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progress Requirements

Each student pursuing the MFT concentration will meet with program faculty, at least annually, to review the student's progress and discuss steps for continued growth in the program. The meeting will address progress on coursework, clinical skills, professional competencies, ethical and legal competencies, and adherence to the non-discrimination, diversity, and inclusion code of conduct.

Faculty will provide three levels of support for student development. The first level encompasses the typical day-to-day professional interactions

and practices that occur during coursework and clinical supervision. The second level comes into play when a student struggles to make progress on one or more competencies through typical coursework and supervision procedures. Such “minor deficiencies” will be addressed through the collaborative development and implementation of an improvement plan. The third level typically occurs when a student fails to make progress toward overcoming a “minor deficiency,” but there may be occasions when a “severe deficiency” appears suddenly (e.g., a student commits a significant ethical violation). “Severe deficiencies” are addressed through the collaborative development and implementation of a remediation plan. Failure to adequately address a “severe deficiency” will result in dismissal from the program.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Graduate School information on Graduate School Deadlines.

Application for Graduation Information

Graduate School information on the Application for Graduation (p. 15).

A limited number of merit-based graduate assistantships are available. All applicants are automatically considered for assistantships. Funding offers are typically communicated in late spring or summer. These assistantships involve a biweekly or monthly stipend in exchange for supervised work that both provides professional experience to the student and supports the university in carrying out its mission. Assistantships may be continued or rescinded based on availability of funding and performance of the student. Students' performance will be evaluated specific to their academic performance and their performance in duties related to the assistantship. If students drop below the minimum GPA of 3.0 or if there are deficiencies in their performance of their duties in their assistantship, their funding may be rescinded.

Department of Human Nutrition, Hospitality and Sport Management

- Hospitality Management, MS (p. 732)
- Human Nutrition, MS (p. 734)
- Human Nutrition, PhD (p. 742)
- Sport Management, MS (p. 748)

Chair

- Lawrence, Jeannine

Professors

- Knol, Linda
- Lawrence, Jeannine
- Severt, Kimberly
- Vincent, John

Associate professors

- Crowe-White, Kristi
- Ellis, Amy
- Jung, Seung Eun
- Kong, Lingyan
- Lewis, Melvin
- Shin, Yeon Ho
- Tan, Libo
- Williams, Dylan

Assistant professors

- Azarmanesh, Deniz
- Azrad, Maria
- Blakey, Carla
- Bopp, Trevor
- Boyle, Kimberly
- Douglas, Joy
- Farr, Jeffrey
- Hylton, Tiffany
- Johnson, David
- Kim, Haemi
- Niu, Alvin
- Park, Han-A
- Shin, Hye Won (Grace)
- Stran, Kimberly

Instructors

- Blumenthal, Jason
- Compston, Stephen
- DeSalvo, Denise
- Greene, Lori
- McDonald, Lesley
- McMahon, Shannon
- Milstead, Morgan

NHM509 Research Methods in Nutrition Hours 3

This course is an introduction to scientific methods appropriate for nutrition research. Approaches to designing, conducting, and evaluating nutrition research are discussed along with strategies for applying research into practice.

NHM530 Advanced Nutrition Counseling Hours 3

Focuses on advanced skills in nutrition counseling that incorporates behavioral theory and motivational interviewing.

HSM500 Sport Management Principles and Practices Hours 3

This course focuses on management theories and practices required to successfully manage sport organizations in a variety of different settings.

HSM521 Hospitality Law and Risk Management

Hours 3

Exploration of legal problems facing the hospitality industry. Legal cases related to restaurants, hotels, and meeting facilities are examined. Concerns and problem-solving for issues of risk management are explored.

[View All Courses](#)

Hospitality Management, MS

The Hospitality Management master's program prepares students wishing to advance and to excel in leadership/executive positions in the hospitality, tourism, and sport industries. A thesis option within this program will prepare students who wish to extend their education by providing a robust research foundation to be successful in a doctoral program in Tourism Management, Hospitality Management, Sport and Entertainment Management, Business Management, and Law. The Sport Hospitality concentration prepares students for success in a wide variety of sport, hospitality, entertainment, and tourism careers along with the opportunity to meet and interact with experienced industry professionals. The hospitality, tourism, and sport industries touch the lives of all citizens and provide economic and social benefits to the State of Alabama and the United States.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Three letters of recommendation
- Statement of Purpose (Include in the Header: Hospitality Management). Students should also include in their statement why they have chosen this area of study and how it will apply to their personal and/or professional goals.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Thesis Requirements		Hours
HES 509	Research Methods	3
HSM 521	Hosp. Law and Risk Mgt.	3
HSM 570	Leadership Hospitality & Sport	3
HSM 575	Sport & Hosp Financial Mgt	3
HSM 576	Strategic Mgt in Hosp. Tourism	3
HSM 580	Consumer Behav Hosp & Tourism	3
HSM 596	Seminar Hospitality Management	3
HSM 599	Thesis Research	6

Select 1 course from the approved electives list to complete the 30 credit hour requirement.

Total Hours **30**

Non-Thesis Requirements		Hours
HES 509	Research Methods	3
HSM 521	Hosp. Law and Risk Mgt.	3
HSM 570	Leadership Hospitality & Sport	3
HSM 575	Sport & Hosp Financial Mgt	3
HSM 576	Strategic Mgt in Hosp. Tourism	3
HSM 580	Consumer Behav Hosp & Tourism	3
HSM 596	Seminar Hospitality Management	3

Select from the list of approved electives to reach the 30 credit hour requirement.

Comprehensive Exam

Total Hours **30**

Approved Electives		Hours
HSM 500	Sport Mgt Principles & Pract.	3
HSM 551	Sport Properties Venue Mgt	3
HSM 552	Sport Bus. Mgt. Trends/Issues	3
HSM 555	Sports Sales & Entrepreneurs	3
HSM 559	International Strat in Sport	3
HSM 561	Mktg. Sales & PR in Sport	3
HSM 592	Special Topics in Hospitality	1 to 6
CSM 515	Customer Service Management	3
CSM 525	Conflict Resolution Workplace	3

Any 500 level course may be submitted to your advisor for consideration.

Sport Hospitality Concentration

Curricular Requirements

Thesis Requirements		Hours
HES 509	Research Methods	3
HSM 500	Sport Mgt Principles & Pract.	3
HSM 521	Hosp. Law and Risk Mgt.	3
HSM 551	Sport Properties Venue Mgt	3
HSM 555	Sports Sales & Entrepreneurs	3
HSM 559	International Strat in Sport	3
HSM 561	Mktg. Sales & PR in Sport	3
HSM 575	Sport & Hosp Financial Mgt	3
HSM 599	Thesis Research (3 credit hours for 2 semesters)	6

Total Hours **30**

Non-Thesis Requirements		Hours
HSM 521	Hosp. Law and Risk Mgt.	3
HSM 551	Sport Properties Venue Mgt	3
HSM 555	Sports Sales & Entrepreneurs	3
HSM 559	International Strat in Sport	3
HSM 561	Mktg. Sales & PR in Sport	3
HSM 575	Sport & Hosp Financial Mgt	3
HES 509	Research Methods	3
Choose 3 courses from the list of approved electives		9

Total Hours **30**

Approved Electives		Hours
HSM 500	Sport Mgt Principles & Pract.	3
HSM 560	Fellowship in Sport Mgt.	3
HSM 552	Sport Bus. Mgt. Trends/Issues	3
HSM 570	Leadership Hospitality & Sport	3
HSM 576	Strategic Mgt in Hosp. Tourism	3
HSM 580	Consumer Behav Hosp & Tourism	3
HSM 592	Special Topics in Hospitality	3
HSM 596	Seminar Hospitality Management	3

Transfer Credit

Courses completed at other postsecondary institutions and accepted for UA graduate credit are given a grade of "P" and are not calculated in the overall graduate GPA.

Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program Information

The Hospitality Management program has an approved AMP program through the Graduate School. Please refer to the official information on the Graduate School's website. If you are interested in the AMP program, please schedule a meeting with the program director.

Graduate School information on the Accelerated Master's Program (p. 7).

Comprehensive Examination/ Capstone Project

All students must complete either a comprehensive exam or a capstone project (thesis or non-thesis project) to meet the graduation requirements. Students need to contact their graduate advisor and convey their decision regarding which option by the end of the second semester. Students selecting the thesis track need to contact their advisor during the first semester taking courses.

Comprehensive Examination

Students who choose the non-thesis Hospitality Management option will be required to take a comprehensive exam or complete a Capstone Project (see below). At the beginning of the final semester, you will receive an email from the Comprehensive Exam Coordinator with specific information about the exam along with important dates. You are required to confirm your graduation intent with the Comprehensive Exam Coordinator or your advisor within 2 weeks of the final semester. Upon confirmation, the student will be added to a Blackboard course where detailed exam information can be found along with the comprehensive exam guidelines. Students are required to take the comprehensive exam the last semester taking courses. The comprehensive exam is an essay exam that integrates prior learning. Students are provided with three questions and have 1 week to complete the exam.

Evaluation: Two HM graduate faculty members will independently answer to each exam question using a blind evaluation process. Each question will be scored as either pass, marginally pass, or fail. If a student fails any or all of the questions, they may retake the exam once during the current semester. If the student chooses to take the exam the following semester, the student must register for another graduate course.

Notification of Passing/Failing: Students will be emailed the results of the examination within 2 weeks after the exam period.

Capstone Special Project

Students not completing a thesis or comprehensive exam must complete a special project under the supervision of a faculty advisor. This project will allow students to work with an industry professional on a topic or issue where the results will benefit the hospitality organization. Students must gain approval to complete the Capstone Special Project.

Plan I- Thesis Process Requirements

Student interested in a thesis option should contact their advisor by the end of the first semester of graduate studies. Students completing a thesis will need to sign up for a total of six hours of HSM 599. These

hours can count toward the required 18 hours in RHM designated courses needed for the degree. To complete the thesis option, students will need to:

- select a designated mentor (Chair) from the UA Hospitality/Sport faculty who is willing to serve as your chair
- select a thesis committee of at least three members including their mentor
- write a proposal that includes an extensive review of the literature and proposed methods that will be used in the study
- receive approval of the proposal from the designated mentor
- seek guidance from committee members prior to collecting data
- formally propose the research plan to the committee and respond to feedback
- receive IRB approval for the project in their own institution and UA
- collect data
- analyze data
- interpret the data and write up the results
- discuss implications of the study
- seek final approval from committee members and formally present the research to the committee members and other faculty
- and electronically publish the thesis according to The University of Alabama's guide for "Electronic Theses and Dissertations."

Students completing a thesis should ensure that they can meet the Graduate School's deadlines for students.

Plan II- Non-Thesis Process Requirements

Students must complete 30 credit hours of coursework and successfully pass a comprehensive exam or complete a Capstone Project. Sport Hospitality students must schedule an appointment with their advisor to begin discussing their Capstone Project during their first semester in graduate school. Hospitality Management students must schedule an appointment with their advisor the first semester in graduate school to confirm the non-thesis option. Students must also contact their advisor the semester prior to the last semester to schedule the comprehensive exam.

Time Limits for Degree Completion

Graduate School information on Time Limits for Degree Completion (p. 15).

Academic Misconduct

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence

Under compelling circumstances beyond the student's control, a graduate student may request that the department petition the Graduate School with the rationale for granting a leave of absence. If granted by the Graduate School, a leave of absence will cover one or more upcoming semesters rather than any prior semester(s). A leave of absence is not a method of avoiding continuous registration requirements, and it *does not* lengthen the time limit. When a student returns from a leave of absence, the Graduate School must be notified and will work with the department and student to determine the number of semesters remaining on the time limit and the degree requirements that remain.

Graduate School information on Withdrawals and Leaves of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Graduate School information on the Application for Graduation (p. 15).

Overview

Graduate assistantships at the University of Alabama may be available to students. For an overview of information regarding eligibility criteria, class hour requirements, and Full-Time Equivalent (FTE) levels for holding an assistantship, see the Graduate School catalog under Assistantships: Admission Status, Class Hours, and FTE Level.

Acquisition of Financial Support

Faculty vote to admit a limited number of students based on the availability of positions within the department. Unconditionally admitted full-time graduate students may seek and receive financial assistance in the form of a graduate assistantship. Graduate assistantships are highly competitive and being admitted into the graduate program does not in any way guarantee an assistantship award. Accepted students may receive up to three years (fall and spring) of funding if requirements are met (see below). When a student is admitted to the program with financial support, the stipend level is specified, but the source of the financial support may vary from semester to semester. In general, the majority of MS students within this program do not receive departmental financial support.

Types of Financial Support

Financial support for graduate students may include teaching assistantships, research assistantships, scholarships, fellowships, or combinations of these sources.

Graduate Research Assistant. Faculty members with awarded, external research funding may be able to support a graduate research assistant (GRA) for one or more semesters. Benefits associated with external research funding are determined by the funder and budget allocations within the grant.

Graduate Teaching Assistant. Alternatively, the Department offers a limited number of graduate teaching assistantships (GTA) available that may be used to financially support students. The responsibilities of these assistantships can vary based on departmental needs, such as serving as an instructor of record, lab instructor, or grader.

Fellowship Nominations: Additional support is available in the form of fellowships, available from the University and other funding agencies.

Eligible students may be nominated by the Department for UA fellowships. Nominees are selected by departmental faculty based upon prospective nominee research productivity, academic performance, and contributions to the Department or field. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits at least commensurate with those provided through GRA or GTA support.

Performance Expectations for Continuing Financial Support:

The student must be in good academic standing in their designated program.

The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, The UA College of Human Environmental Sciences, UA Environmental Health and Safety, and the Department of Human Nutrition, Hospitality and Sport Management.

Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.

Conditions for Termination of Financial Support:

Students who meet one or more of the following criteria will be subject to termination of financial support pending Department administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Department Chair and Graduate Director, with input from the Graduate Committee, may recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

Dereliction of duty. Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee and/or the research advisor; failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee and/or by the research advisor and the student's departmental memorandum of appointment; or failure when publishing to adhere to the ethical principles in publishing. For more information, review the University's Policy on Academic Misconduct in Scholarly Activities (Appendix F).

Loss of good academic standing. Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing—with the non-passing grade exception noted below. Financial support may be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the Graduate Committee. This review will determine whether the student should continue to receive financial support and/or be dismissed from the program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered within two weeks after the end of the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.

The Department is not obligated to provide funding for students terminated from their positions. It should be noted that a loss in funding does not equal dismissal from a program, for students in good academic standing and who have not been found to have committed misconduct worthy of dismissal.

Human Nutrition, MS

The Master of Science in Human Nutrition is a 30 credit-hour program designed to prepare nutrition professionals to practice dietetics at an advanced level and/or to pursue doctoral study. The program develops research skills, fosters independent thought, and provides up-to-date knowledge in food and nutrition. Applicants can choose to pursue the

major without a concentration (Generalist Track) or they may select from the Community Nutrition or Clinical Nutrition concentrations to provide a more in-depth study of their chosen area. The program is designed for the Registered Dietitian Nutritionist (RDN) and those pursuing the credential. The program can be completed by a dietetic intern or student with a bachelor's degree in nutrition or another discipline who has completed the required prerequisites.

Campus Options

The master's degree is available on campus or online through distance education. The degree requirements are the same, regardless of where it is completed.

Additional Information

For more information, refer to the Master of Science in Human Nutrition program website.

Direct additional questions to the Director of the Master's Program in Human Nutrition.

Students earning the Master of Science (MS) degree in Human Nutrition must complete all University, College, and Departmental degree requirements. These include the following requirements for a minimum of 30 applicable semester hours.

Admissions

Application Deadlines

Applications are accepted on a continual basis. The deadlines to apply for each semester are as follows:

- Spring admission: December 1
- Summer admission: April 15
- Fall admission: July 1

Regular Admission Requirements

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- GPA: Students with an overall, undergraduate grade point average (GPA) of 3.0 or higher may apply for admission. A student may also be considered if they have a 3.0 or higher in their last 60 hours of undergraduate coursework.
- Resume/Curriculum Vitae
- Statement of Purpose
 - Address letter to MS Program Director
 - 1-2 pages, Time New Roman, 12-point font, single-spaced and with one-inch margins
 - Include the following:
 - Discuss your relevant experience (academic, personal, work) and background.
 - Discuss your long-term professional goals and how completion of this program supports your goals.
 - Describe a unique personal characteristic or experience you feel prepares you to be successful in this program.
 - Any additional information that may be helpful as we review your application (early graduation, gap year, transferring schools, personal struggles, challenges you may have faced, etc.).
- Three letters of recommendation (at least two from academic references preferred)
- Transcripts from previous institutions attended for 15 or more hours.

- Prerequisite Courses: Students must have completed an ACEND accredited dietetic program or the following undergraduate prerequisite courses or their UA equivalent prior to admission into the program.

Code and Title		Hours
CH 104	Introductory Chemistry	4
CH 105	Introductory Org Chem	4
BSC 215	Human Anatomy & Physiology I	4
BSC 216	Human Anatomy & Physiology II	4
NHM 101	Intro Human Nutrition	3
NHM 201	Nutrition In Life Cycle	3
NHM 295	Intro Research Food Nutr	1
NHM 340	Community Nutrition	3
NHM 361	Nutritional Biochemistry	3
NHM 363	Applied Nutrition	3
NHM 365	Med Nutr Therapy I	3
Total Hours		35

Failure to provide any of these documents or complete any of the requirements may result in rejection of the application.

Permission-to-Continue

Students who do not meet these requirements, but who excel in other areas, may be considered for "Admission with Permission to Continue." Their acceptance letter will specify the conditions of admission. These students must meet the conditions listed in their acceptance letter and the following policy listed in the graduate catalog.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Graduate students in Human Nutrition will choose from one of the following: 1) Generalist Track (no concentration), 2) Clinical Concentration, or 3) Community Concentration. Required core coursework and elective options will differ by track/concentration. Students should plan to take NHM 509 Research Methods in Nutrition and POPH 522 Biostatistics early in the program.

To complete the MS in Human Nutrition, students will need to complete the required core courses designated in their track/concentration, a minimum of 18 hours in NHM designated courses (may include non-thesis and thesis research hours), a minimum of 30 credit hours at the graduate level (500 or greater), and a Capstone Experience. Additionally, students need to earn a grade of B or better in all required core coursework and in at least 18 credit hours of NHM designated courses and earn at least a 3.0 overall graduate GPA for graduation.

Students should consult their advisor for a specific plan of study and when selecting graduate electives.

Note: The following pertains to the Generalist Track only. Additional information about the Clinical and Community Concentrations may be found below.

Human Nutrition, MS - No Concentration (Generalist Track)		Hours
Research Core Requirements		
NHM 509	Research Methods in Nutrition	3
POPH 522	Biostatistics	3
Nutrition Core Requirements		
NHM 572	Metabolism of Energy Nutrients	3
NHM 573	Advanced Vitamins and Minerals	3

NHM 555 or	Maternal and Infant Nutrition	3
NHM 567	Nutr Support Criticl Ill	
or		
NHM 530	Advanced Nutrition Counseling	
NHM Elective Requirements		3
NHM 500:625		
Elective Requirements		9
NHM 500:625		
CSM 525	Conflict Resolution Workplace	
CSM 527	Emotional Intelligence	
CSM 537	Developing The Leader Within	
HHE 521 or	Basic Epidemiology	
POPH 523	Basic Epidemiology	
HHE 586	Environmental Health Promotion	
HHE 587	Health Disparities	
HHE 589	Women and Health	
NUR 510	Basic Conc Teaching Diabetes	
NUR 516	Advanced Diabetes Management	
Additional elective course options available upon approval of Advisor		
Required Capstone Experience (choose one of the following) *		3
NHM 597	MS Capstone Course	
NHM 598	Non-Thesis Research	
NHM 599	Thesis Research	
Total Hours		30

Footnotes

- * • Students must earn a B or better in the Nutrition and Research Core courses. They must also earn a B or better in a minimum of 18 credit hours of NHM graduate coursework.
- If selecting the thesis option, a minimum of 6 hours of NHM 599 Thesis Research must be successfully completed.
- CPD students will have additional courses to complete as part of the requirements to earn the Verification Statement. See section below for details

Clinical Nutrition Concentration

Human Nutrition, MS - Clinical Nutrition Concentration		Hours
Research Core Requirements		
NHM 509	Research Methods in Nutrition	3
POPH 522	Biostatistics	3
Clinical Nutrition Core Requirements		
NHM 567	Nutr Support Criticl Ill	3
NHM 568	Nutrition for the Older Adult	3
NHM 572	Metabolism of Energy Nutrients	3
NHM 573	Advanced Vitamins and Minerals	3
NHM 558 or	Nutr Prev Trtmt Chron Disease	3
NHM 585	Clinical Nutrition Management	
Elective Requirements		6
NHM 500:625		
CSM 525	Conflict Resolution Workplace	
CSM 527	Emotional Intelligence	
CSM 537	Developing The Leader Within	
HHE 521 or	Basic Epidemiology	

POPH 523	Basic Epidemiology	
HHE 586	Environmental Health Promotion	
HHE 587	Health Disparities	
HHE 589	Women and Health	
NUR 510	Basic Conc Teaching Diabetes	
NUR 516	Advanced Diabetes Management	
Additional elective course options available upon approval of Advisor		
Required Capstone Experience (choose one of the following) *		3
NHM 597	MS Capstone Course	
NHM 598	Non-Thesis Research	
NHM 599	Thesis Research	
Total Hours		30

Footnotes

- * • Students must earn a B or better in the Nutrition and Research Core courses. They must also earn a B or better in a minimum of 18 credit hours of NHM graduate coursework.
- If selecting the thesis option, a minimum of 6 hours of NHM 599 Thesis Research must be successfully completed.
- CPD students will have additional courses to complete as part of the requirements to earn the Verification Statement. See section below for details

Community Nutrition Concentration

Human Nutrition, MS - Community Nutrition Concentration		Hours
Research Core Requirements		
NHM 509	Research Methods in Nutrition	3
NHM 625 or	Nutritional Epidemiology	3
POPH 523	Basic Epidemiology	
POPH 522	Biostatistics	3
Community Nutrition Core Requirements		
NHM 550	Advanced Community Nutrition I	3
NHM 551	Adv. Community Nutrition II	3
NHM 555	Maternal and Infant Nutrition	3
NHM 556	Child and Adolescent Nutrition	3
NHM 557 or	Childhood Obesity	3
NHM 558	Nutr Prev Trtmt Chron Disease	
Elective Requirement		3
NHM 500:625		
CSM 525	Conflict Resolution Workplace	
CSM 527	Emotional Intelligence	
CSM 537	Developing The Leader Within	
HHE 586	Environmental Health Promotion	
HHE 587	Health Disparities	
HHE 589	Women and Health	
NUR 510	Basic Conc Teaching Diabetes	
NUR 516	Advanced Diabetes Management	
Additional elective course options available upon approval of Advisor		
Required Capstone Experience (choose one of the following) *		3
NHM 597	MS Capstone Course	
NHM 598	Non-Thesis Research	

Total Hours**30****Footnotes**

- * • Students must earn a B or better in the Nutrition and Research Core courses. They must also earn a B or better in a minimum of 18 credit hours of NHM graduate coursework.
- If selecting the thesis option, a minimum of 6 hours of NHM 599 Thesis Research must be successfully completed.
- CPD students will have additional courses to complete as part of the requirements to earn the Verification Statement. See section below for details

prerequisite courses or their UA equivalent prior to admission into the program.

Code and Title	Hours
CH 104 Introductory Chemistry	4
CH 105 Introductory Org Chem	4
BSC 215 Human Anatomy & Physiology I	4
BSC 215 Human Anatomy & Physiology I	4
NHM 101 Intro Human Nutrition	3
NHM 201 Nutrition In Life Cycle	3
NHM 295 Intro Research Food Nutr	1
NHM 340 Community Nutrition	3
NHM 361 Nutritional Biochemistry	3
NHM 363 Applied Nutrition	3
NHM 365 Med Nutr Therapy I	3
Total Hours	35

Transfer Requirements

MS students may request the transfer of up to 12 credit hours of graduate courses taken at other institutions. The Program Director may request the student provide a copy of the course syllabus for evaluation.

Courses completed at other post-secondary institutions and accepted for UA graduate credit are given a grade of "P" and are not calculated in the overall GPA. ALL coursework must fall within six years from the date that this degree will be awarded. Thesis work, practicum hours, pass/fail courses and internship hours do not count towards the graduate credit hours that can be transferred into the program.

More information may be found on the Graduate School's catalog page.

Accelerated Master's Program

The Accelerated Master's Program (AMP) is closely integrated with the undergraduate and graduate programs in which highly qualified undergraduate students begin graduate study in their senior year and simultaneously work toward both an undergraduate degree in Food and Nutrition and a master's degree in Human Nutrition.

Admission Requirements

Current Food and Nutrition undergraduate students should review the admission requirements found on the Graduate School's catalog page.

Applicants should include the following in their application:

- Resume/Curriculum Vitae
- Statement of Purpose
 - Address letter to MS Program Director
 - 1-2 pages, Time New Roman, 12-point font, single-spaced and with one-inch margins
 - Include the following:
 - Specify you are applying to the Human Nutrition AMP
 - Discuss your relevant experience (academic, personal, work) and background.
 - Discuss your long-term professional goals and how completion of this program supports your goals.
 - Describe a unique personal characteristic or experience you feel prepares you to be successful in this program.
 - Any additional information that may be helpful as we review your application (early graduation, gap year, transferring schools, personal struggles, challenges you may have faced, etc.).
- Three letters of recommendation (at least two from academic references preferred)
- Prerequisite Courses: Students must have completed an ACEND accredited dietetic program or the following undergraduate

Graduate Coordinated Program

The Coordinated Program in Dietetics (CPD) provides students with both the required knowledge and supervised practice experiences to be eligible to sit for the national examination to become a Registered Dietitian Nutritionist (RDN) upon completion of the program.

Admission Requirements

Concurrent admission in the Master of Science in Human Nutrition program at The University of Alabama is required for admission into the Coordinated Program in Dietetics. Application materials include an application form, statement of purpose, resume, transcripts, and two letters of recommendation. Direct additional questions to the Director of the CPD, Mrs. Lori Greene at lgreene@ches.ua.edu or 205-348-4710.

Prerequisites coursework includes the following for the Coordinated Program in Dietetics:

- Introductory Chemistry + lab (4 hours)
- Introductory Organic Chemistry + lab (4 hours)
- Human Anatomy & Physiology I + lab (4 hours)
- Human Anatomy & Physiology I + lab (4 hours)
- Biochemistry or Nutritional Biochemistry (3 hours)
- Introduction to Nutrition (3 hours)
- Nutrition through the Lifecycle (3 hours)
- Community Nutrition (3 hours)
- Applied Nutrition (3 hours)
- Medical Nutrition Therapy I (3 hours): May be enrolled concurrently when applying.

Program Curriculum

The program curriculum outlined below meets certain knowledge requirements and competencies as required by the current accreditation standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Twelve courses (36 hours) of didactic coursework and seven supervised practice courses (21 hours), including three Capstone rotations, are required to meet the completion requirements of the Coordinated Program in Dietetics for a verification statement and for degree completion.

- NHM 509 Research Methods
- NHM 530 Advanced Nutrition Counseling

- NHM 558 Nutrition in the Prevention and Treatment of Chronic Disease
- NHM 566 Advanced Clinical Nutrition
- NHM 587 Integrated Food Systems Management
- POPH 522 Biostatistics
- NHM 572 Metabolism of Energy Nutrients
- NHM 567 Nutrition Support of the Critically Ill
- NHM 588 Advanced Food Service Systems Management
- NHM 573 Advanced Vitamin & Mineral Metabolism
- NHM 550 Advanced Community Nutrition I
- NHM 585 Clinical Nutrition Management or NHM 515 Research & Pract in Sport Nutr
- NHM 574 Supervised Practice in Community Health & Wellness
- NHM 575 Supervised Practice in Long-Term Care
- NHM 576 Supervised Practice in Food Service Management
- NHM 577 Supervised Practice in Medical Nutrition Therapy
- NHM 578 Capstone Supervised Practice in Food Service Management
- NHM 579 Capstone Supervised Practice in Community Health & Wellness
- NHM 580 Capstone Supervised Practice in Medical Nutrition Therapy

Only students enrolled in the CPD are eligible to register for a supervised practice course (NHM 574-580). Students must earn a B or better in all required core requirements (see curricular requirements) and supervised practice rotation courses in the Coordinated Program in Dietetics. Please see the Student Remediation and Retention policy in the Coordinated Program handbook. Students earning a C or lower in a core course will be allowed to repeat the course. Students must receive a B or better when repeating a required course. Note, only one repeat is allowed for the Capstone Rotations (NHM 578, NHM 579, NHM 580).

If a student chooses to not complete all requirements for the Coordinated Program in Dietetics or is removed from the program, they may still have the option to complete the master's degree. If a student is no longer in the Coordinated Program in Dietetics, they would need to complete an appropriate Capstone Experience for the degree program option alone, such as a thesis, non-thesis research project, or NHM 597.

Capstone Experience

All students must complete a Capstone Experience by the end of their degree program. The Capstone Experience is a culminating project or course that integrates prior learning.

Students should contact their graduate advisor and discuss their decision regarding their Capstone Experience **at least** two semesters prior to the semester they wish to graduate. Students selecting the thesis option should contact their advisor earlier. Students will be required to submit an "Intent to Complete the Capstone Experience" form prior to registering for NHM 597, NHM 598, NHM 599 or Capstone CPD Supervised Practice Rotations. Failure to submit this form may delay program progression.

Main campus students may select from Plans I-III below. Distance learning students may select from Plans I and II. The thesis option from Plan I is typically not an ideal choice for distance learners as this process relies heavily on campus interaction with UA faculty committee members. Both the thesis and non-thesis research options from Plan I will require the student to secure a faculty mentor and will therefore rely on their availability.

Plan III is reserved for students who are accepted to the Coordinated Program in Dietetics only. CPD students will be required to complete 3 CPD Capstone Supervised Practice Rotations if they wish to earn their verification statement.

See graduate advisor for additional details.

Plan I - Research:

1. Thesis

Students interested in completing a thesis should contact their advisor early in their studies. Thesis projects usually take two to three semesters to complete. Students completing a thesis will need to sign up for a total of six hours of NHM 599. These hours can count toward the required 18 hours in NHM designated courses needed for the degree. The thesis should focus on current nutritional concerns in which the student has a special interest. To complete the thesis option, students will need to:

- Select a designated mentor (Chair) from the UA Nutrition faculty who is willing to serve as your chair
- Select a thesis committee of at least three members including their mentor (one member must be from outside of the nutrition department)
- Write a proposal that includes an extensive review of the literature and proposed methods that will be used in the study
- Receive approval of the proposal from the designated mentor
- Seek guidance from committee members prior to collecting data
- Formally propose the research plan to the committee and respond to feedback
- Receive IRB approval for the project in their own institution and UA
- Collect data
- Analyze data
- Interpret the data and write up the results
- Discuss implications of the study
- Seek final approval from committee members and formally present the research to the committee members and other faculty
- Electronically publish the thesis according to The University of Alabama's guide for "Electronic Theses and Dissertations."
- Earn a Pass (P) in each section of NHM 599.

Students completing a thesis should ensure that they can meet the Graduate School's deadlines for students.

2. Non-Thesis Research Project

The non-thesis research project will take at least two semesters to complete. The student should take NHM 598 (Non-Thesis Research) with a designated mentor (UA Nutrition faculty) as the instructor in the semester the student plans to complete the project. The course is worth 3 credit hours and can be applied to the 30 hours required for graduation and the required 18 hours in nutrition. Students will need to write a proposal and seek approval by a designated mentor, seek and obtain IRB approval in their own institution and UA, collect data, analyze the data, and write up results using the brief manuscript style used by the *Journal of the Academy of Nutrition and Dietetics*. If the student plans to complete research in their hospital or health care facility, then the project may require review by the medical IRB at UA. This group meets to review IRB proposals only once per month. Students must follow HIPPA guidelines when conducting medical research. Students should plan their project and seek IRB approval in the semester prior to registering for NHM 598. Students must earn a B or better in this course.

Plan II - Capstone Course

The Human Nutrition Master's Capstone Course (NHM 597) is the required 3 credit hour Capstone Experience for students in the Human Nutrition Master's Program who are not completing a thesis or non-thesis research project and who are not enrolled in the CPD. The course focuses on professional development, integration of nutrition knowledge and skills gained through previous NHM courses, and community engaged learning. Students must earn a "B" or better in this course.

Plan III – CPD Capstone Supervised Practice Rotations

Students enrolled in the Coordinated Program in Dietetics (CPD) must complete the following Capstone Supervised Practice Rotations as part of the verification statement and MS Capstone requirements.

- NHM 578 Capstone Supervised Practice in Food Service Management
- NHM 579 Capstone Supervised Practice in Community Health & Wellness
- NHM 580 Capstone Supervised Practice in Medical Nutrition Therapy

Students not enrolled in the CPD are ineligible to register for a Capstone Supervised Practice Rotation. Students must earn a B or better in each rotation. If a student chooses to not complete a rotation or does not earn a B or better after one retake, they may still have the option to complete the master's degree; however, they would not be eligible to earn their verification statement. Under this scenario, these students would need to complete an appropriate Capstone Experience for the degree program option alone, such as a thesis, non-thesis research project, or NHM 597 Capstone Course.

Retake Policy

Failure to earn a B or better in a Capstone Course will null eligibility to graduate in the current term. Only 1 retake for a Capstone Course is allowed. This includes each option described above: NHM 578, NHM 579, NHM 580, NHM 597, NHM 598, and NHM 599. Failure to successfully pass any Capstone Course retake will result in dismissal from the degree program and the Graduate School without confirmation of the degree.

Time Limits for Degree Completion Requirements

All requirements for the master's degree must be completed during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded. There is no provision for an extension of the time limit beyond six years for master's students.

More information may be found on the Graduate School's catalog page.

Additional Academic Requirements

As a graduate student in the Department of Human Nutrition, Hospitality and Sport Management, you are responsible for your overall program of study and progress toward your degree. Progress toward degree includes adherence to all deadlines, milestones, and curriculum requirements. Your primary advisor and research project/thesis committee members (when applicable) will advise you throughout your time with us. However, it is incumbent on each student to be familiar with all requirements and take responsibility for your own education.

A graduate student is considered a professional student. Therefore, students should demonstrate professionalism in all aspects of course work and research. In addition, a graduate degree in Human Nutrition builds on foundational knowledge. As a new graduate student, you will notice a significant difference in expectations between undergraduate and graduate studies.

Onboarding

- Newly admitted graduate students must complete mandatory onboarding/orientation requirements. These requirements apply to undergraduate AMP students, degree-seeking MS students, and non-degree seeking MS students.
- Failure to complete required activities and/or assignments may impact program progression and future enrollment.
- The MS Program Director will provide additional details upon acceptance.

Academic Expectations

- Graduate students should expect assignments that are complex and challenging. Graduate level courses usually require a research paper and/or project with critical analyses of multiple peer-reviewed research articles. Students who are not familiar with research designs should start their education by taking a graduate level research methods course (ex: NHM 509).
- Students should review assignments early so they can schedule an appropriate amount of time to complete each assignment. Students should expect that graduate level assignments will take two to three times longer than undergraduate assignments.
- Graduate students should expect lectures with a greater level of detail than undergraduate courses. Instructors will expect the same level of detail in exam answers and assignments.
- Graduate students should expect that exam questions may ask the student to apply, analyze, or evaluate materials presented in class rather than simply list or describe.
- Students should not assume that every instructor has the same policies (ex. due dates, late assignments, etc.). Students should view each instructor's introduction to the course, syllabus, and any additional materials provided.
- Most instructors of graduate courses assume that the student has mastered English grammar and punctuation. Students needing additional help or reassurance should complete their writing assignments early and use the Writing Center to help improve these skills.
- In courses where Turnitin.com is used, students are expected to review matches, edit, and resubmit their edited work to Turnitin prior to submitting the paper for grading. Papers submitted to Turnitin.com should match the paper submitted to the instructor for grading.
- Main campus students are encouraged to participate in research activities.

Attendance

- Distance learning students should set aside time to virtually attend class each week, this includes weekly participation and engagement in each course. Students are responsible for reviewing the course schedule and developing a plan to complete each unit in a timely manner. Additional time is needed to complete assignments and readings.
- Main campus students are expected to attend class and participate in discussion. Students should prepare for class by completing all assigned readings.

Academic Advising

- Students should consult their academic advisor prior to registering for classes each term.
- Students attempting to complete a graduate level course in lieu of an undergraduate course should note that the course may require

additional time to master both the undergraduate and advanced materials.

- Graduate courses are designated as either masters (5XX) or doctoral (6XX). Courses designated as 100-400 are undergraduate courses and cannot be counted toward graduate hours.

Student Performance Monitoring

Student performance is continually monitored by the Program Director and Graduate Advisors. Students are encouraged to meet with their advisor at least twice each academic year - once in the fall and once in the spring. In the event that a student is not meeting program requirements, they are provided recommendations to correct deficiencies.

Course Load Restrictions

The maximum course load for a semester is 15 credit hours. Students may register for a maximum of 6 semester hours in a summer term or 12 hours during an entire summer dual session. No more than 3 semester hours may be taken during the Interim session. Taking more than 12 semester hours in a summer dual term requires a petition from the department regarding the extraordinary circumstances for approval by the Graduate School. A student who is employed part-time should consider taking a reduced load. It is recommended that fully employed students should register in no more than one course.

Academic Warning and Dismissal

Students may be dismissed from this program for failure to meet the scholastic requirements listed above. Departmental suspension (dismissal) from a degree program also results in suspension from the Graduate School.

Unconditional Admission (Regular Admission): A graduate student with good academic standing whose GPA drops below 3.0 at any time after earning 12 semester hours will have earned Academic Warning.

Academic Warning: A student placed on Academic Warning has the next 12 hours of graduate work to raise the overall GPA to 3.0 or better. The overall GPA after the next 12 hours following academic warning must be at least 3.0 to avoid Academic Suspension (dismissal) from the Graduate School at The University of Alabama.

The department may dismiss a student from a degree program if there is unsatisfactory academic or other progress toward completion of the degree. Departmental dismissal also results in suspension from the Graduate School at The University of Alabama. Students who are suspended may not attend class or enroll in any form of distance learning courses.

Students are encouraged to use the time of the suspension in ways that assist their academic progress. Students may study in order to finish courses in which they have earned an incomplete (I) or no grade (N). Students are encouraged to work with faculty members in this process. Students may also address other non-academic problems that have impeded their progress.

Warning status must be removed by raising the overall GPA to 3.0 or better and/or retaking all required courses with grades below B to achieve a grade of B or better, during the next 12 hours of graduate course work. Failure to remove either a warning or conditional status within the first attempted 12 hours of graduate course work will result in Academic Suspension (dismissal) from the Graduate School.

Permission to Continue Admission: Some students are admitted with the understanding that they must meet certain requirements. Their acceptance letter (sent as an email or letter) will specify the conditions of their admission. These students must meet the conditions listed in their

acceptance letter and the following policy listed in the graduate catalog.

If such an applicant is admitted, they will need to obtain *permission to continue* in the program after the first 12 semester hours of graduate-level work have been completed. Permission to continue is granted by achieving a GPA of B or better (3.0) in the first 12 semester hours of graduate-level work completed and by satisfying any other conditions specified by the department or the Graduate School at the time of admission. If the 12 hours are completed in a term in which the total credits exceed 12, the evaluation is made based on all graduate-level work completed at the end of that term of enrollment. Students admitted under this circumstance who do not meet the 3.0 requirement after their first 12 hours of graduate-level work will not receive permission to continue in their graduate program and will be dropped from the program. A student who meets the requirements will assume automatically the status of a regularly admitted graduate student.

Conditional Admission (English Language requirements met after admission): Students receiving conditional admission (English language requirements met after admission) should review the University's International Admissions requirements. Students will need to discuss enrollment in Intensive English Program courses with their advisor.

Assistantships

Students must maintain a minimum of a 3.0 while holding any assistantship. If the GPA drops below a 3.0 overall, this will result in the loss of the assistantship.

Academic Misconduct Information

Students who are completing courses in the Department of Human Nutrition, Hospitality and Sport Management are expected to maintain high standards of honesty and integrity as befits those in or planning to enter the workforce in health care or human service professions.

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. According to the Code of Academic Conduct, academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

Situations involving any suspected violation of the Academic Honor Code on the comprehensive exams for the doctoral degree will be sent to the Academic Misconduct Monitor (in HES: Assistant Dean). Any student found in violation of the Academic Honor Code will be subject to penalties imposed by the Academic Misconduct Monitor and may be as severe as dismissal from the University.

Students are also expected to adhere to UA's Code of Student conduct. Failure to do so, could result in disciplinary action or dismissal from the program and/or University.

More information may be found on the Graduate School's catalog page.

Withdrawals and Leave of Absence Information

Information may be found on the Graduate School's catalog page.

Academic Grievances Information

If concerns arise, students are encouraged to communicate with the instructor or staff member who is directly involved with

the concern. Usually, the concern can be resolved satisfactorily through honest and open communication with the faculty or staff member. Meeting with the instructor or staff member should be the first step in resolving the concern.

However, if informal discussions have not yielded a satisfactory resolution, or where the matter is more serious, the student may bring the concern to the Assistant Department Chair. Should the Assistant Department Chair not be able to come to a satisfactory resolution, they will direct the student on the next steps to move the concern to the next level.

More information may be found on the Graduate School's catalog page.

Grades and Academic Standing

Students must earn a B or better in a required core course. Students earning a C or lower in a required core course will be allowed to repeat the course. Students must receive a B or better when repeating a required course. The first attempt will not be counted toward the degree but will be counted in the overall GPA. Additionally, students must earn a B or higher in a minimum of 18 credit hours taken within the nutrition department.

Seventy-five Percent Rule

At least 75 percent of the hours taken at The University of Alabama for the Human Nutrition master's degree must be completed with grades of A or B.

Repeating Courses

Regular courses (courses other than IDGR assistantship, thesis, dissertation, etc.) typically may not be repeated for graduate credit; this includes courses initially taken on an audit basis. However, a course that is required in a student's curriculum in which the student earned a C, D, or F may be repeated. Both grades contribute to the computation of the GPA. Only required courses where the student has received a B or better will be counted toward the degree requirements. Federal regulations limit the number of times a student may repeat a course and receive financial aid for that course.

DPD Verification Statement

DPD requirements to receive a Verification Statements will apply to any graduate level DPD course. For more information, students should check with their advisor and DPD Program Director.

More information may be found on the Graduate School's catalog page.

Graduate School Deadlines Information

Information may be found on the Graduate School's website.

Application for Graduation Information

Each candidate for a master's degree must apply for graduation through myBama no later than the last day to add a class for the semester or the first session of the summer term in which requirements for the degree are to be completed. For the specific date, refer to the Graduate School's deadlines for students.

Information may be found on the Graduate School's catalog page.

Overview

Graduate assistantships at the University of Alabama may be available to students. For an overview of information regarding eligibility criteria, class hour requirements, and Full-Time Equivalent (FTE) levels for holding an assistantship, see the Graduate School catalog under Assistantships: Admission Status, Class Hours, and FTE Level.

Acquisition of Financial Support

Faculty vote to admit a limited number of students based on the availability of positions within the department. Unconditionally admitted full-time graduate students may seek and receive financial assistance in the form of a graduate assistantship. Graduate assistantships are highly competitive and being admitted into the graduate program does not in any way guarantee an assistantship award. Accepted students may receive up to three years (fall and spring) of funding if requirements are met (see below). When a student is admitted to the program with financial support, the stipend level is specified, but the source of the financial support may vary from semester to semester. In general, the majority of MS students within this program do not receive departmental financial support.

Types of Financial Support

Financial support for graduate students may include teaching assistantships, research assistantships, scholarships, fellowships, or combinations of these sources.

Graduate Research Assistant. Faculty members with awarded, external research funding may be able to support a graduate research assistant (GRA) for one or more semesters. Benefits associated with external research funding are determined by the funder and budget allocations within the grant.

Graduate Teaching Assistant. Alternatively, the Department offers a limited number of graduate teaching assistantships (GTA) available that may be used to financially support students. The responsibilities of these assistantships can vary based on departmental needs, such as serving as an instructor of record, lab instructor, or grader.

Fellowship Nominations: Additional support is available in the form of fellowships, available from the University and other funding agencies.

Eligible students may be nominated by the Department for UA fellowships. Nominees are selected by departmental faculty based upon prospective nominee research productivity, academic performance, and contributions to the Department or field. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits at least commensurate with those provided through GRA or GTA support.

Performance Expectations for Continuing Financial Support

The student must be in good academic standing in their designated program.

The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, The UA College of Human Environmental Sciences, UA Environmental Health and Safety, and the Department of Human Nutrition, Hospitality and Sport Management.

Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.

Conditions for Termination of Financial Support

Students who meet one or more of the following criteria will be subject to termination of financial support pending Department administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Department Chair and Graduate Director, with input from the Graduate Committee, may recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

Dereliction of duty. Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee and/or the research advisor; failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee and/or by the research advisor and the student's departmental memorandum of appointment; or failure when publishing to adhere to the ethical principles in publishing. For more information, review the University's Policy on Academic Misconduct in Scholarly Activities (Appendix F).

Loss of good academic standing. Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing with the non-passing grade exception noted below. Financial support may be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the Graduate Committee. This review will determine whether the student should continue to receive financial support and/or be dismissed from the program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered within two weeks after the end of the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.

The Department is not obligated to provide funding for students terminated from their positions. It should be noted that a loss in funding does not equal dismissal from a program for students in good academic standing and who have not been found to have committed misconduct worthy of dismissal.

Human Nutrition, Ph.D.

Overview

The PhD in human nutrition is a three-year, 54-credit-hour program designed to align with the goals and objectives of the National Institutes of Health's National Center for Advancing Translational Sciences (NCATS). As such, the program supports the training and development of researchers and leaders in the field of nutrition by focusing on developing the skills needed to perform bench-to-bedside-to-community research. Graduates of the PhD in human nutrition will be experts in nutrition research methodologies and translational nutrition, thereby efficiently advancing the field of nutrition through research to improve human health.

In accordance with the goals of the National Institutes of Health NCATS to implement and promote translational science approaches that foster collaborative bench-to-bedside-to-community approaches, a student who has completed this doctoral program in human nutrition will demonstrate mastery of:

- 1) Translational nutrition – Demonstrate proficiency in nutrition techniques that are integrated across discrete areas of nutrition research methodologies into a cohesive research agenda that moves nutrition research from the laboratory to the patient/community.
- 2) Communication - Effectively communicate nutrition information, evidencing the ability to evaluate and interpret current research for presentation to the academic, scientific, and/or the lay community.
- 3) Nutrition research practice – Demonstrate an understanding of relevant laboratory analyses methodologies, metabolic assessment

techniques, and statistical research methodologies appropriate for developing strong, competitive research proposals.

4) Independent research – Demonstrate the ability to support an independent career in research by successfully developing and implementing a research protocol, gathering data to effectively test the hypothesis (or hypotheses), and analyzing and interpreting the data.

5) Effective educators - Demonstrate skills of effective classroom presentation of nutrition-related information.

Application Deadline: February 1. Admission decisions for Fall term will be made in late February.

Contact Information: Before applying, it is recommended that you contact the director of the PhD Program in Human Nutrition, Dr. Linda Knol, at lknol@ches.ua.edu or 205-348-8129.

For additional information, please visit the program webpage.

Admissions

Students may enter the program with either a bachelor's or master's degree in nutrition or a master's degree in a closely nutrition-related field.

Requirements for admission to the Ph.D. in Human Nutrition will be:

- A completed application, including a Statement of Purpose
- A current resume or curriculum vitae
- Three letters of recommendation from faculty or other health professionals capable of judging the applicant's ability to complete graduate work.
- Test Scores:
 - If a student has previously completed or will complete a Master's degree prior to beginning the Doctoral program and has a current graduate GPA ≥ 3.5 out of 4.0, their application will be considered without the need to submit a GRE score.
 - Students who have previously completed or will complete a Master's degree prior to beginning the Doctoral program with a graduate GPA of 3.3-3.49 out of 4.0 may be considered for admission providing they also have a combined (qualitative and quantitative) GRE score of ≥ 300 .
 - Students with a Bachelor's degree will need to submit GRE scores. Minimum requirement for admission is a combined (qualitative and quantitative) GRE score of ≥ 300 .
- If an applicant does not have a previous degree in nutrition, minimum prerequisite course work would include NHM 558 Nutr Prev Trtmt Chron Disease, NHM 572 Metabolism of Energy Nutrients, and NHM 573 Advanced Vitamins and Minerals. These would need to be completed in the first year of study. The sequencing of course offerings will be structured such that taking these prerequisites courses will not increase time to graduation nor will they require additional burden or heavier academic loads on the students in order to achieve a timely graduation.
- Additionally, if a student is admitted without having previously completed a Master's degree, they will need to complete NHM 509 Research Methods in Nutrition. The sequencing of course offerings will be structured such that taking prerequisites course(s) will not increase time to graduation nor will they require additional burden or heavier academic loads on the students in order to achieve a timely graduation.

Please see the link below for general Graduate School admission criteria. See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Ph.D. in Human Nutrition requires completion of 54 graduate hours, including 18 hours of nutrition core classes, 9 hours of statistics, 9 hours of nutrition electives, and 18 hours of dissertation research.

To complete the PhD in Human Nutrition, students will need to complete the required courses, obtain at least 54 credit hours (including dissertation courses), pass both the written and oral preliminary exams, and complete the dissertation. Additionally, students need to earn a grade of B or better in all required coursework and any NHM designated course, and at least a 3.0 overall GPA to graduate.

Human Nutrition, Ph.D.		Hours
Required Courses		
NHM 601	Contemp Research Nutrition Sci	3
NHM 602	Methods Integrat Nutr Assess	3
NHM 603	Nutrition Intervention	3
NHM 635	Adv Prac. in Post Sec. Diet Ed	3
NHM 691	Grant Writing Nutrition Res	3
NHM 648	Secondary Analysis Survey Data	3
NHM 695	Interpret Nutrition Research	3
Statistics Elective (600 Level)		6
Research Hours		
NHM 699	Dissertation Research	18
Nutrition Electives		9
NHM 550	Advanced Community Nutrition I (Nutrition Electives)	
NHM 551	Adv. Community Nutrition II	
NHM 555	Maternal and Infant Nutrition	
NHM 556	Child and Adolescent Nutrition	
NHM 557	Childhood Obesity	
NHM 564	Nutrition in IPP	
NHM 565	ID Mgmt of Chronic Disease	
NHM 568	Nutrition for the Older Adult	
NHM 590	Special Prob Nutrition	
NHM 605	Analysis Transl Nutrition Res	
NHM 611	Nutritional Neuroscience	
NHM 625	Nutritional Epidemiology	
NHM 698	Non-Dissertation Research	
Total Hours		54

Transfer Credit

With the approval of the student's PhD Advisor and the Dean of the Graduate School, up to 9 of the required course hours may be transferred from another institution. Required courses must be taken at UA. Submit the form, Request for Transfer of Graduate Credit, to the Graduate Office who will submit it to the Graduate School during the first semester enrolled at the University of Alabama.

For students who have earned a master's degree at The University of Alabama, all applicable hours (i.e., course hours for which graduate credit has been received in the same department or in a closely affiliated department, but not including NHM 598 or NHM 599) may transfer to the PhD program. The number of hours that qualify for transfer is at the discretion of the Department, as recommended by the student's PhD Advisor and as approved by the Dean of the Graduate School. Subject to the approval of the student's PhD Advisor, graduate courses in allied

departments may be taken to meet the remainder of the requirements. Transfer credits are considered Pass/Fail for calculation of grade point average, but are included in the course hours, provided they are from graded courses.

Doctoral Plan of Study Requirement

For more information, see the Plan of Study section of this catalog. (p. 21)

Comprehensive/Qualifying Examination

The purpose of the comprehensive examination is to determine the student's research competence to begin work on a dissertation. The written examination should be successfully completed at least nine months before the degree is to be awarded. Students should consult their academic advisor regarding the timing of the exam in the context of their academic plan. The comprehensive or preliminary qualifying examination is required of all doctoral candidates. This examination is administered after:

- foreign language/research skill requirements are met,
- completion of the core nutrition courses covered (see below), and
- the comprehensive exam committee deems the student to have adequate preparation in the major and minor fields of study.

To take the qualifying exam, students must be in good standing based on graduate school guidelines.

- Students may not have any incompletes "I."
- Students must have a current overall GPA of 3.0 or above.

Courses Covered: The written comprehensive examination is required of all candidates for the Ph.D. degree. The written exam will be offered in January and May of each year. This exam should be prepared for by individual study expanding on the content covered in four core courses: NHM 601 Contemp Research Nutrition Sci, NHM 602 Methods Integrat Nutr Assess, NHM 603 Nutrition Intervention, and NHM 648 Secondary Analysis of Survey Data. The exam must be passed unconditionally before the student can defend his/her proposal and be advanced to candidacy. Students should NOT assume that "A" level performance in their coursework is adequate preparation for the comprehensive exam. Students must be registered for at least one semester hour of graduate work during the semester(s) in which the comprehensive exams are taken.

Procedures: Four weeks prior to the scheduled exam due date, students will randomly select their nutrition topic from a list of clinical nutrition topics and receive the questions. The student will be asked to develop a translational research agenda for the topic and develop three study protocols with the following designs:

- Section 1: Bench or Basic/Mechanistic Study
- Section 2: Epidemiological/Cross-Sectional Study
- Section 3: Efficacy and Pragmatic Studies

Academic Misconduct: Situations involving any suspected violation of the Academic Honor Code on the comprehensive exams for the doctoral degree will be sent to the Academic Misconduct Monitor (in HES: Assistant Dean). Any student found in violation of the Academic Honor Code will be subject to penalties imposed by the Academic Misconduct Monitor and may be as severe as dismissal from the University.

Grading: Each section of the exam will be graded by three nutrition professors for content, grammar, and organization of thought. Graders will be blinded to reduce bias. Answers within each section will be graded separately. Students may receive one of the following grades:

pass (80% or better), contingency (70-80%), and fail. Insufficient depth or detail or incorrect content will not result in a passing grade.

- Students who pass all three sections of the written exam may move to the oral exam.
- Students who receive a contingency grade on any section of the exam will be allowed to rework that section of the exam for a better grade. Contingency grades will need to be resolved within one week after initial exam feedback. The rewrite will be graded as pass or fail. If the grade is a fail, then the student will need to retake that portion of the exam in the following semester with a new topic.
- Once any contingency grades are removed, the student may move to the oral exam.
- Student who fail one or more sections will be allowed to retake those sections during the next available testing opportunity. **Only 1 retake is allowed.**

Failure to successfully pass any part(s) of the examination retake will result in dismissal from the degree program and the Graduate School without confirmation of the degree. Students retaking a section of the exam will randomly receive a new topic to base their answer upon from the set of topics distributed during that testing period.

Admission to Candidacy Requirements

The requirements for advancing to candidacy include:

- passing the written qualifying examination;
- completion of all coursework as listed on the approved program of study;
- receiving approval of the dissertation subject;
- successfully defending the dissertation proposal, which includes the written proposal; and
- having the designated dissertation committee recommend the student for admission to candidacy for doctoral degree. The completed Admission to Candidacy for Doctoral Degree form must be submitted to the Graduate School well in advance of the final semester.

The oral exam will be completed at the dissertation proposal defense. To complete the oral exam, the student will:

- Select a chair as a primary mentor (see information on advisory committees),
- Select a minimum of 5 professors that will serve on the dissertation committee according to graduate school guidelines,
- Complete the Dissertation Research Proposal and the IRB/IACUC/IBC protocol,
- Schedule a formal proposal defense with an open invitation to all faculty and graduate students,
- Formally present the proposed project including background, research questions and hypotheses, methods, and projected timeline to the committee and other audience members, and
- Answer questions from both the general audience and the dissertation committee.

The PhD Dissertation Advisory Committee will assess the quality of the proposal. Evaluation of the proposal will be based on the following considerations:

1. Scope of the proposal (10%). Is the research topic novel and important? Is the proposed project appropriate for the timeline?

2. Background (30%). Is the literature review comprehensive and appropriate? Does the literature review identify a problem or series of problems that justifies the direction of the proposal?
3. Experimental plan (40%). Are there clearly stated hypotheses for each section, or at least clearly stated expectations of experimental outcomes? Are the proposed experiments/methods appropriate tests of the hypotheses? Does the author have realistic expectations of the experimental methods? Are alternate hypotheses and experimental approaches proposed to cover the possibilities that: (i) the primary approaches prove to be inappropriate, (ii) the primary approaches disprove the hypotheses?
4. Presentation (20%). Is the proposal well organized and clearly written?

Each of the above evaluation criteria will be assigned a score of 1-5 as follows:

- 1 – Outstanding
- 2 – Excellent
- 3 – Good/Average
- 4 – Fair
- 5 – Poor

An *average weighted cumulative score* of no greater than 3.0 must be earned in order to pass the proposal-based written exam.

Successful defense of the oral exam resulting in at least 80% favorable vote from the committee is required for students to be recommended for admission to candidacy. Committee members will sign the Admission to Candidacy for the Doctoral Degree form. At this point, the student will be considered a doctoral candidate and may register for dissertation hours.

Continuous Enrollment Policy

See the Continuous Dissertation Registration section of this catalog. (p. 21)

Dissertation Requirements

Once the proposal and IRB/IUCC/IBC are approved, the student may begin research. The student should not be allowed to complete the research until they receive these approvals. The student cannot propose a dissertation and have its final defense in the same semester. The following procedures should be completed prior to submitting the final dissertation to the committee:

- Complete the research under the guidance of the chair,
- Ensure the document conforms to the guide for thesis and dissertation,
- Gain approval of the chair (co-chairs) to distribute the dissertation to all committee members allowing committee members two weeks to read the dissertation,
- Schedule a formal dissertation defense with an open invitation (including title, name, date, time and location) to all faculty and graduate students,
- Ensure all committee members can attend the defense,
- Formally present the final dissertation including background, gaps in the literature, research questions and hypotheses, methods, results, conclusions, and publication plan to the committee and other audience members on the scheduled day and time of the defense, and

- Answer questions from both the general audience and the dissertation committee.

All students must pass a final oral examination related to their dissertation. Final oral examination questions may also include other subjects beyond the student's research that the PhD Dissertation Committee or other faculty deem relevant. Final oral examinations and defense of the dissertation for the PhD must be taken not less than six weeks prior to the proposed graduation date. Each semester the graduate school posts dissertation due dates.

The outside member of the student's committee must attend and participate in the final defense; this may be a virtual presence if the member can see and hear the presentation and actively participate in questioning of the candidate. All departmental faculty have the right to attend the oral defense, and have the right to ask questions of the student that are relevant to the goals of the examination.

Only faculty on the student's committee may vote on whether the student has passed or failed the examination. Evaluation of the final defense will be completed using the procedures described in the proposal section of this document.

Upon successful defense of the dissertation, file the Doctoral Final Defense form with the Director and submit this form to the Graduate School. At the conclusion of the defense, it is common practice that committee members ask for changes in the final dissertation document. Substantive changes may require an additional committee meeting. Minor changes may require revisions to the document only.

Prior to submission of the final dissertation to the online thesis/dissertation portal, students should have received approval to submit by all committee members.

It is the student's responsibility to submit the dissertation to the online thesis/dissertation portal. The student should be aware of all deadlines regarding the dissertation defense and adjust his/her timeline to meet these deadlines.

Changes to Approved Dissertation Proposals. In some rare instances, students may not be able to complete the proposed research approved by their committee. Examples of such instances include but are not limited to:

- changes in University policies that restrict or limit the proposed research,
- newly published research that may change the significance, scope or methods of the proposed work,
- early results that suggest the research should be discontinued due to adverse effects or severe adverse effects,
- recruiting problems that cannot be resolved,
- change in the health status of the student that limits their ability to complete the proposed work, and
- early results that suggest no therapeutic effect to be derived.

If any of these situations were to occur, the student should contact the committee chair. The committee chair will then contact the Director of the MS or PhD program and the department chair. The Committee chair, director, and department chair will meet to review the original proposal, description of the problem, and potential solutions. This group will decide to either continue the research as proposed, make significant changes to the proposed methods (example: change from a clinical trial to an online survey, change from a clinical trial with humans to a rodent model, etc), or propose an alternative dissertation. If changes are approved, these changes may lead to a delay of graduation. Students

should refer to their offer letters for the term of their assistantship, if applicable.

If a student is allowed to make minor alterations to the methods only without changing the composition of the committee, then the student should:

- propose those changes in writing and submit to the committee members,
- schedule a meeting to discuss the proposed changes with the committee members,
- develop an alternative timeline approved by the committee, and
- obtain IRB/IACUC/IBC approval of modifications.

Once the committee and IRB/IACUC/IBC approve the new plan, the student can continue the research utilizing the new methods. The committee chair should notify their program director that the committee has approved the desired changes.

If a student is allowed to propose an alternative thesis or dissertation or substantially altered thesis or dissertation, then the student will need to:

- Work with the chair of the committee to alter the research plan.
- Create a project abstract that can be distributed to committee members.
- Assess the composition of the existing committee and add or eliminate committee members.
- For existing committee members, the student should provide each committee member with a copy of the revised abstract, meet with the members to discuss changes in research questions and hypotheses, methods, and projected timelines, and discuss the member's willingness to continue to serve on the committee.
- For new committee members, the student should invite the new member to serve on the committee, provide the potential member with the abstract, meet with the potential committee member and the Committee Chair (in person or by phone, Zoom, etc), discuss the project with the potential member, and confirm whether the faculty member wants to serve on the committee.
- Committee members, whose expertise is no longer needed, should be contacted by the student to discuss the changes in the plan and committee.
- If committee member changes are made, the student is responsible for edits to the "Thesis/Dissertation Committee" form.
- Complete or modify the Thesis or Dissertation Research Proposal (See Guidelines for Writing the Dissertation Proposal) and the IRB/IACUC/IBC protocol.
- Revise the proposal document to the chair's satisfaction (a student cannot set a proposal meeting until the chair is satisfied with the document).
- Gain approval of the chair (co-chairs) to distribute the proposal to all committee members.
- Schedule a formal meeting to discuss the changes to the plan with the committee members only.
- Formally present the proposed revised or significantly altered project including rationale, any additional background needed, research questions and hypotheses, methods, and projected timeline to the committee.
- Answer questions from the dissertation committee.

Once the committee and IRB/IACUC/IBC approve the new plan, the student can continue the research utilizing the new methods. The

committee chair will notify their program director that the committee has accepted the revised plan.

Note: While changes in the proposed research plan may extend time to graduation, they will NOT extend the time limit for the degree. Although a change in plan may be granted, the student should not expect to receive additional financial assistance in the form of an assistantship from the department. Please review your offer letter, if applicable.

See Dissertation section of this catalog. (p. 21)

Time Limits for Degree Completion Requirements

See Time Limits section of this catalog. (p. 21)

Student Progress Requirement

PhD students are encouraged to engage in research as soon as practical and may explore short-term projects before solidifying a dissertation project. All students must make continuous satisfactory research progress while enrolled in the PhD program. Student performance will be evaluated each semester by their mentor starting in their second semester of their first year. Each student will be evaluated for their continuation in the program and their eligibility of receiving financial support.

Each student is asked to complete the PhD Student in Human Nutrition Progress Report and submit this form to the mentor. At the beginning of each semester, the student will meet with the mentor to outline goals and objectives for the semester. The research mentor will meet with the student to evaluate progress toward meeting the stated goals and objectives at the end of each semester. The student will be rated by the mentor as either exceeds expectations, meets expectations, or fails to meet expectations. The major professor must complete the evaluation page of the Progress Report (see Appendix) and discuss the findings with the student. A copy of this report shall be sent to the Department Chair, the Director and the student.

Students who fail to meet expectations will be placed on probation and have one semester to improve their evaluation to a meets/exceeds expectations rating. All evaluations are reviewed by the Director and the Department Chair. If the student fails to improve his/her rating, the student may be dismissed from the program. Decisions regarding dismissal will be made by the mentor, Director, and Department Chair.

Evaluation Criteria:

- **Exceeds Expectations:** The student has an overall GPA of 3.0 or higher, met stated goals and objectives for the semester, made satisfactory research progress commensurate with time in the program, completes all research tasks in an ethical manner, follows standard and established research protocols, and has accomplished two or more of the following:
 - a. Presentation of research at a national or international meeting or submission of an abstract for a presentation.
 - b. Submission of a research proposal for funding external to the University.
 - c. Any honor or award reflecting outstanding achievement.
 - d. Submission/acceptance/publication of a research manuscript as a junior author.
- **Meets Expectations:** The student has an overall GPA of 3.0 or higher, met stated goals and objectives for the semester, made satisfactory research progress commensurate with time in the

program, completes all research tasks in an ethical manner, follows standard and established research protocols, and has accomplished one or more of the following:

- a. Presentation of research at a national or international meeting or submission of an abstract for a presentation.
 - b. Submission of a research proposal for funding external to the University.
 - c. Any honor or award reflecting outstanding achievement.
 - d. Submission/acceptance/publication of a research manuscript as a junior author.
- **Fails to Meet Expectations:** The student has an overall GPA of 3.0 or higher, and is **NOT** meeting one of the following expectations:
 - a. Stated goals and objectives for the semester,
 - b. Satisfactory research progress commensurate with time in the program,
 - c. Completion of all research tasks in an ethical manner, or
 - d. Following standard and established research protocols.

Students who are not making appropriate progress toward the degree based on the Degree Time Line or students with an overall GPA below 3.0 must be rated fails to meet expectations.

Students on assistantships will receive a review of their progress from their supervisor. The student's progress toward degree completion, mentor's review, and the supervisor's review will be considered when making decisions for continuation of assistantship funding.

Academic Misconduct Information

Academic Misconduct: All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student.

The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

Students and their mentors must adhere to the four key guidelines of scholarship, authorship, approval and agreement as well as the protocols of ensuring good publication ethics outlined by the National Institutes of Health (NIH) and the International Committee of Medical Journal Editors (ICMJE).

See Academic Misconduct section of this catalog. (p. 7)

Withdrawals and Leave of Absence Information

See Withdrawals and Leave of Absence policy section of this catalog. (p. 244)

Academic Grievances Information

If concerns arise, students are encouraged to communicate with the instructor or staff member who is directly involved with the concern. Usually the concern can be resolved satisfactorily through honest and open communication with the faculty or staff member. Meeting with the instructor or staff member should be the first step in resolving the concern.

However, if informal discussions have not yielded a satisfactory resolution, or where the matter is more serious, the student may bring the concern to the Assistant Department Chair. Should the Assistant Department Chair not be able to come to a satisfactory resolution, they will direct the student on the next steps to move the concern to the next level.

See Academic Grievances section of this catalog (p. 255).

Grades and Academic Standing

Each student must have an overall graduate grade point average of 3.0 or better for all graduate courses undertaken at The University of Alabama. Students may be dismissed from this program for failure to meet the scholastic requirements listed above. Departmental suspension (dismissal) from a degree program also results in suspension from the Graduate School.

See the Grades and Academic Standing (p. 28) section of this catalog.

Graduate School Deadlines Information

Students should be aware of graduate school deadlines.

Application for Graduation Information

Students will need to submit an Application to Graduate through mybama by the published deadlines.

Funding

Overview

Graduate assistantships at the University of Alabama may be available to students. For an overview of information regarding eligibility criteria, class hour requirements, and Full-Time Equivalent (FTE) levels for holding an assistantship, see the Graduate School catalog under Assistantships: Admission Status, Class Hours, and FTE Level.

Acquisition of Financial Support

Faculty vote to admit a limited number of students based on the availability of positions within the department. Unconditionally admitted full-time graduate students may seek and receive financial assistance in the form of a graduate assistantship. Graduate assistantships are highly competitive and being admitted into the graduate program does not in any way guarantee an assistantship award. Accepted Ph.D. students may receive up to three years (fall and spring) of funding if requirements are met (see below). When a student is admitted to the program with financial support, the stipend level is specified, but the source of the financial support may vary from semester to semester.

Types of Financial Support

Financial support for graduate students may include teaching assistantships, research assistantships, scholarships, fellowships, or combinations of these sources.

Graduate Research Assistant. Faculty members with awarded, external research funding may be able to support a graduate research assistant (GRA) for one or more semesters. Benefits associated with external research funding are determined by the funder and budget allocations within the grant.

Graduate Teaching Assistant. Alternatively, the Department offers a limited number of graduate teaching assistantships (GTA) available that may be used to financially support students. The responsibilities of these assistantships can vary based on departmental needs, such as serving as an instructor of record, lab instructor, or grader.

Fellowship Nominations: Additional support is available in the form of fellowships, available from the University and other funding agencies.

Eligible students may be nominated by the Department for UA fellowships. Nominees are selected by departmental faculty based upon prospective nominee research productivity, academic performance, and contributions to the Department or field. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits at least commensurate with those provided through GRA or GTA support.

Performance Expectations for Continuing Financial Support

The student must be in good academic standing in their designated program.

The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, The UA College of Human Environmental Sciences, UA Environmental Health and Safety, and the Department of Human Nutrition, Hospitality and Sport Management.

Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.

For doctoral students beginning their second semester, students must conduct research under the direction of a department-approved research advisor as dictated by the expectations. Continuous research progress is expected beginning in the second semester as directed by the research advisor and later by the student's dissertation committee.

Conditions for Termination of Financial Support

Students who meet one or more of the following criteria will be subject to termination of financial support pending Department administrative review. Depending upon the severity of the infraction or the extent of non-compliance, the Department Chair and Graduate Director, with input from the Graduate Committee, may recommend immediate termination of financial support, termination of financial support at the end of the current semester, or termination of financial support (partial or full) at the end of the following semester.

Dereliction of duty. Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee and/or the research advisor; failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee and/or by the research advisor and the student's departmental memorandum of appointment; or failure when publishing to adhere to the ethical principles in publishing. For more information, review the University's Policy on Academic Misconduct in Scholarly Activities (Appendix F).

Failure to have a department-approved research advisor for more than one semester (applies to doctoral students only). For more information, see the Graduate School Catalog under Dissertation Committee.

Loss of good academic standing. Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing—with the non-passing grade exception noted below. Financial support may be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the Graduate Committee. This review will determine whether the student should continue to receive financial support and/or be dismissed from the

program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered within two weeks after the end of the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.

Delinquent Coursework. Doctoral students who neglect to complete the required coursework within the first four semesters are no longer in good academic standing.

Performance Review. Doctoral students will meet with their advisors at the beginning and end of each semester. Semester-based goals will be developed and reviewed. In the event that a student is not meeting goals, they are provided recommendations to correct deficiencies and placed on an improvement plan. If deficiencies are not resolved within one semester, students may be at risk of losing funding.

The Department is not obligated to provide funding for students terminated from their positions. It should be noted that a loss in funding does not equal dismissal from a program for students in good academic standing and who have not been found to have committed misconduct worthy of dismissal.

Sport Management, MS

Sport Management is the study of business functions that deal with the administration of sport organizations, sporting events, and the operations of community, collegiate, and professional teams. Sport Management also involves venue and team operations, ticket sales, risk management and assessment, fan experience creation, contract negotiations, NCAA and professional sports rules and regulation compliance, marketing, and sales.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Three letters of recommendation
- Statement of Purpose (Include in the Header: Sport Management). Students should also include in their statement why they have chosen this area of study and how it will apply to their personal and/or professional goals.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Sport Management - Non-Thesis Option - Core Courses		Hours
HSM 521	Hosp. Law and Risk Mgt.	3
HSM 551	Sport Properties Venue Mgt	3
HSM 555	Sports Sales & Entrepreneurs	3
HSM 559	International Strat in Sport	3
HSM 561	Mktg. Sales & PR in Sport	3
HSM 575	Sport & Hosp Financial Mgt	3
HES 509	Research Methods	3
Total Hours		21
Approved Electives - Select 3 (9 credit hours)		Hours
HSM 500	Sport Mgt Principles & Pract.	3
HSM 552	Sport Bus. Mgt. Trends/Issues	3
HSM 560	Fellowship in Sport Mgt.	3
HSM 570	Leadership Hospitality & Sport	3

HSM 576	Strategic Mgt in Hosp. Tourism	3
HSM 580	Consumer Behav Hosp & Tourism	3

Students selecting the non-thesis option must complete a e-Portfolio project for their capstone experience as defined by The University of Alabama or successfully pass the comprehensive exam. The Capstone Project in Sport Management is a documentation of Professional Development and Scholarly Achievement in the Sport Industry in an e-Portfolio format. The e-Portfolio includes evidence of professional growth and scholarship. The project provides each graduate student, as well as faculty and potential employer(s), with a "unique tool for assessing what each student has gained through their graduate studies." Both the e-portfolio project and comprehensive exam is in addition to the 30 hour course requirement.

Sport Management - Thesis Option		Hours
HSM 500	Sport Mgt Principles & Pract.	3
HSM 521	Hosp. Law and Risk Mgt.	3
HSM 551	Sport Properties Venue Mgt	3
HSM 555	Sports Sales & Entrepreneurs	3
HSM 559	International Strat in Sport	3
HSM 561	Mktg. Sales & PR in Sport	3
HSM 570	Leadership Hospitality & Sport	3
HSM 575	Sport & Hosp Financial Mgt	3
HSM 599	Thesis Research (3 credits - 2 semesters = 6)	6
Total Hours		30

Transfer Credit

Courses completed at other postsecondary institutions and accepted for UA graduate credit are given a grade of "P" and are not calculated in the overall graduate GPA.

Graduate School information on Transfer Credit (p. 15).

Accelerated Master's Program

Please refer to the official information on the Graduate School's website (p. 7). If you are interested in the AMP program, please schedule a meeting with the program director.

Time Limits for Degree Completion

Graduate School information on Time Limits for Degree Completion (p. 15).

Academic Misconduct

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Under compelling circumstances beyond the student's control, a graduate student may request that the department petition the Graduate School with the rationale for granting a leave of absence. If granted by the Graduate School, a leave of absence will cover one or more upcoming semesters rather than any prior semester(s). A leave of absence is not a method of avoiding continuous registration requirements, and it *does not* lengthen the time limit. When a student returns from a leave of absence, the Graduate School must be notified and will work with the department and student to determine the number of semesters remaining on the time limit and the degree requirements that remain.

Graduate School information on Withdrawals and Leaves of Absence (p. 244).

Academic Grievances and Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadline

Information on Graduate School Deadlines.

Application for Graduation Information

Graduate School information on the Application for Graduation (p. 15).

Human Environmental Sciences, MS

The Master of Science degree is designed for graduate students who seek to improve the lives of individuals, families and communities.

Students complete 30 semester hours of coursework designed to prepare them for advancement in their professional discipline. A capstone project is required during the final term of enrollment and a thesis is optional. Areas of focus within this degree program include:

- Clothing and Textiles
- Conflict Resolution (stand-alone graduate certificate is also available)
- Human Environmental Sciences

For additional information on each area of focus please contact the following faculty members

- Clothing and Textiles - Dr. Amy Thompson
- Conflict Resolution - Dr. Jennifer Humber
- Human Environmental Sciences - Dr. Deidre Leaver-Dunn

Admissions

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Students in the MS degree program complete 30 semester hours of coursework in disciplines offered by the College of Human Environmental Sciences. This includes HES 509, Research Methods; and HES 590, Special Problems in Human Environmental Sciences; CSM 590, Capstone CQM; or CTD 590, Special Problems in Clothing. The remaining 21-24 hours (7-8 classes) are drawn from graduate offerings in the area of focus. Within the Human Environmental Sciences area of focus, these may include courses from any discipline within the college that support the student's professional development goals and for which the student has completed the appropriate prerequisites.

Students will complete degree requirements following Plan II (non-thesis process), although there is an option for Plan I (thesis process). Each student must earn a cumulative GPA of 3.0 or better for all graduate work. Grades below a 'C' are computed in the GPA, but they do not carry credit toward a degree.

Required for All MS Graduate Students		Hours
HES 509	Research Methods	3
HES 590 or CSM 590 or	Special Problems in HES Spec Prob Consmr Affairs	3 to 6

CTD 590 Spec Prob Clothing

Graduate Scourses within the College

21 to
24

Transfer Credit

Graduate School information on Transfer Credit.

Comprehensive Exam/Capstone Project

Students in the MS degree program complete a Capstone Project during their final term through enrollment in the Special Topics or Capstone class that aligns with their area of focus: HES 590 for Human Environmental Sciences, CSM for Conflict Resolution or Consumer Quality Management, or CTD 590 for Clothing and Textiles.

As part of the Special Topics or Capstone class, the student will work with their faculty mentor to identify an issue, topic or problem in their discipline and then develop a comprehensive document that addresses that specific focus. The final product will draw on the coursework included in the student's specific plan of study and represent a synthesis of the major concepts from each one as they relate to the issue, topic or problem. It will include references using the citation style most often associated with the student's discipline.

The Capstone Project must be submitted no later than 2 weeks before the final day of classes for the term in which the student is enrolled, and results reported to the Graduate School 2 weeks before the date of commencement for that semester.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progress Requirements

Graduate School information on Student Progress (p. 15).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence. (p. 244)

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing. (p. 28)

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Capstone College of Nursing

The Capstone College of Nursing offers the following:

- Master's of Science in Nursing (MSN) degree for Nurse Practitioners (e.g. Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and dual Psychiatric Mental Health and Family Nurse Practitioner), Nurse Educators and Nurse Executives
- RN to BSN with a pathway to the MSN program (Nurse Executives Concentration only)
- Master's Entry to the Profession of Nursing, MSN
- Post-graduate certificates with Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner specialties
- Doctor of Nursing Practice (DNP) degree (Post-Baccalaureate and Post-Masters)
- Joint Nursing Science PhD
- Degree Programs
 - Nursing, MSN (p. 774)
 - Master's Entry to the Profession of Nursing, MSN (p. 767)
 - Doctor of Nursing Practice, DNP (p. 761)
 - Joint Nursing Science, PhD (p. 769)
- Certificate Programs
 - Family Nurse Practitioner (p. 764)
 - Psychiatric Mental Health Nurse Practitioner (p. 779)

Nursing Course

NUR505 Advanced Health Assessment

Hours 3

Advanced Health Assessment is designed for graduate level nurse practitioner students to enhance their clinical skills and deepen their understanding of comprehensive patient evaluation to build a foundation for advanced practice nursing competencies. Through a combination of theoretical knowledge and practical application, students will engage in obtaining a comprehensive health history and performing advanced health assessment techniques on individuals across the lifespan.

NUR506 Advanced Clinical Foundations

Hours 3

This required course in the MSN non-APRN programs with a direct care focus prepares students to integrate advanced concepts of pathophysiology, pharmacology, and health assessment within the contexts of individuals, families, and populations. This course may also be taken by those in APRN concentrations who have previously successfully completed Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology courses.

NUR508 Health Assessment

Hours 3

This course prepares the novice nursing student in the development of health assessment skills including the health history, physical, psychosocial, and spiritual aspects necessary for critical thinking in professional nursing practice. Adult physical assessment techniques will be developed through simulation and practice within a practice lab setting. (2 didactic & 1 clinical: 60 clock hours).

Prerequisite(s): Admission into the Master of Science Entry to the Profession of Nursing (MEPN) Program

Prerequisite(s) with concurrency: NUR 512 Human Pathophysiology - Minimum grade of a B or higher and NUR 515 Introduction to Dosage Calculations - Minimum grade of a B or higher and NUR 523 Conceptual Foundations for Nursing - Minimum grade of a B or higher and NUR 733 Informatics for Advanced Practice Nursing - Minimum grade of a B or higher

NUR510 Basic Concepts of Teaching Diabetes Self-Management Techniques

Hours 3

This online elective course is open to any graduate student in the health or social sciences. The course focuses on: Diabetes Self-Management Techniques (DSMT) and instructs the provider in what manner to impart information that has immediate application for people living with diabetes. The course focuses on application of clinical guidelines for exercise and fitness, nutrition and diet, and the techniques, products, and strategies that help patients learn diabetes self-management techniques that empower them to take charge of their well-being and live healthier lives.

Prerequisite(s): Permission by Instructor

NUR512 Human Pathophysiology

Hours 4

This course is an introduction to fundamental pathophysiology of the human body. This course examines physiological change that results in disruptive adaptive responses throughout the lifespan. These disruptive responses are approached in a systematic manner. A combination of identified cellular concepts and body systems approach is used to structure course content. Included are basic cellular processes in human pathology, pathology associated with the major body systems, and physiology associated with the aging process.

Prerequisite(s): Admission into the Master of Science Entry to the Profession of Nursing (MEPN) Program

Prerequisite(s) with concurrency: NUR 508: Health Assessment - Minimum grade of a B or higher and NUR 515: Introduction to Dosage Calculation - Minimum grade of a B or higher and NUR 523: Conceptual Foundations for Nursing - Minimum grade of a B or higher and NUR 733 Informatics for Advanced Practice Nursing - Minimum grade of a B or higher

NUR513 Special Topics

SP

Hours 1-4

This course focuses on selected MSN topics under the sponsorship of a nursing faculty member with relevant expertise.

Special Topics Course

NUR515 Introduction to Dosage Calculation

Hours 2

The purpose of this course is to provide students with the opportunity to review basic math concepts and problems; examine the different systems of measurement and abbreviations; examine methods of dosage calculation required for the safe administration of adult and pediatric medications; interpret drug orders; and solve calculations of different medication preparations. Through didactic instruction, case studies, and multimedia, students will develop and enhance their knowledge of medication calculations.

Prerequisite(s): Admission to program

Prerequisite(s) with concurrency: NUR 508 Health Assessment - Minimum grade of a B or higher and NUR 512 Pathophysiology - Minimum grade of a B or higher and NUR 523 Conceptual Foundations for Nursing - Minimum grade of a B or higher and NUR 733 Informatics for Advanced Practice Nursing - Minimum grade of a B or higher

NUR516 Advanced Diabetes Management: An Interdisciplinary Approach Across the Lifespan

Hours 3

This online elective course is open to any graduate student in the health or social sciences. The course focuses on the primary, secondary, and tertiary prevention and management of diabetes mellitus offering expanded content suitable to students pursuing graduate study in nursing, medicine, nutrition, and other social sciences. Building on the basic and advanced science and clinical management courses a multi-disciplinary approach is offered for the prevention of pre-diabetes, metabolic syndrome, type 2 diabetes, management of both types 1 and 2 diabetes mellitus across the lifespan. Special emphasis is placed on the prevention and management of the complications and co-morbid conditions potentially resulting from diabetes mellitus.

NUR517 Graduate Independent Study

SP

Hours 1-4

No description available

Special Topics Course

NUR521 Advanced Pharmacology

Hours 3

This course will assist the graduate nursing student to further develop knowledge of evidence-based clinical pharmacology. Course content will include basic principles of pharmacology as they apply to drug therapy across the lifespan. A prototype approach will be used to present content covering selected drugs affecting the peripheral nervous system, central nervous system, cardiovascular system, renal system, endocrine system, immune system, musculoskeletal system, respiratory system, gastrointestinal system, and chemotherapy for infection and cancer.

NUR523 Conceptual Foundations for Nursing

Hours 3

This course prepares the student for concepts and issues relevant to professional nursing practice. Content related to the values of professional nursing and issues affecting practice will be examined. Emphasis is placed on concepts related to professional values; legal and ethical responsibilities of the professional nurse; an introduction to interprofessional teams, teamwork, and collaboration; and care of the psychosocial integrity of culturally diverse individuals and populations across the lifespan.

Prerequisite(s) with concurrency: NUR 508 Health Assessment - Minimum grade of a B or higher and NUR 512 Human Pathology - Minimum grade of a B or higher and NUR 515 Introduction to Dose Calculations - Minimum grade of a B or higher

NUR529 Advanced Pathophysiology

Hours 3

This advanced course explores the complex mechanisms of disease processes, providing advanced practice students with a comprehensive understanding of pathophysiology to build a foundation for advanced practice nursing competencies. Emphasizing clinical applications, the course covers the etiology, pathogenesis, and clinical manifestations of various diseases across the lifespan.

NUR531 Nursing Faculty Roles and Responsibilities

Hours 3

This online course will provide an introduction to the roles and responsibilities of nursing faculty. This course will prepare students to participate in the processes of designing, implementing, and evaluating a nursing curriculum. This course will include roles and responsibilities of faculty in teaching, scholarship, service, and practice.

NUR532 Instructional Media for Nursing Education

Hours 3

This course will provide students with an overview of instructional technology and media that can be used in undergraduate and graduate level instruction in nursing education programs. This course will provide students with skills to begin on site and online instruction. It will explore the use of computers, software, models, simulators, and other instructional media.

Prerequisite(s): AIL 600 and AIL 602

Prerequisite(s) with concurrency: AIL 600 and AIL 602

NUR534 Fundamentals of Professional Nursing Practice

Hours 6

This course is an introduction to fundamental nursing concepts and processes that are foundational to nursing care. Content includes an introduction to professional nursing; the nursing process; ethics, theories and models of communication and factors that affect interpersonal communication in health care settings; health assessments and the application of assessment skills and documentation; basic care planning and clinical nursing skills. The nursing process will be presented as a framework for critical thinking, decision-making and nursing practice.

Prerequisite(s): NUR 508 Health Assessment - minimum grade of a B or higher NUR 512 Human Pathophysiology - minimum grade of a B or higher NUR 515 Introduction to Dosage Calculations - minimum grade of a B or higher NUR 523 Conceptual Foundations for Nursing - minimum grade of a B or higher NUR 733 Informatics for Advanced Practice Nursing - minimum grade of a B or higher

Prerequisite(s) with concurrency: NUR 536 Pharmacology for Nursing Practice - minimum grade of a B or higher and NUR 727 Foundations of IS and EBP - minimum grade of a B or higher

NUR536 Pharmacology for Nursing Practice

Hours 3

The purpose of this required course is to introduce the student to the role of pharmaceutical agents in assisting patients with health problems throughout the lifespan. A brief history and a discussion of the legal controls that regulate the field of pharmacology are included. Drug prototypes are utilized to examine the major classifications of drugs. Use of a handheld electronic device and accompanying software facilitates discussion of major drug classification with regard to pharmacokinetics, therapeutic uses, adverse reactions, precautions, and contraindications. Special considerations of diverse cultural backgrounds, ethnic factors, access to financial resources, lifespan issues, and genetic variations impacting drug therapy are included. Health teaching and nursing implications for drug classifications are discussed.

Prerequisite(s): NUR 508 Health Assessment - minimum grade of B or higher NUR 512 Human Pathophysiology - minimum grade of B or higher NUR 515 Introduction to Dosage Calculations - minimum grade of B or higher NUR 523 Conceptual Foundations for Nursing - minimum grade of B or higher NUR 733 Informatics for Advanced Practice Nursing - minimum grade of B or higher

Prerequisite(s) with concurrency: NUR 534 Fundamentals of Nursing Practice - minimum grade of B or higher and NUR 727 Foundations of IS and EBP - minimum grade of B or higher

NUR549 Roles & Leadership in Nursing Administration

Hours 3

The purpose of this course is to provide the student with the tools and resources to embrace the role of the Nurse Administrator and successfully balance leadership and management cohesively. This course will comprehensively cover leadership concepts to include working collaboratively in interdisciplinary teams, professional roles and scopes of practice, human resource management, staffing, conflict resolution, sustainable change, and decision-making practices.

NUR550 Roles & Leadership in Nursing Administration Practicum

Hours 3

The purpose of this clinical course is to provide the student with the opportunity to apply concepts and theory from NUR 549 in an authentic clinical environment to narrow the theory practice gap through application and experiential learning. The focus is on application of leadership concepts to include working collaboratively in interdisciplinary teams, professional roles and scopes of practice, human resource management, staffing, conflict resolution, sustainable change, and decision-making practices.

NUR551 US Healthcare Systems and Quality & Safety

Hours 3

The purpose of this course is to prepare future nurse administrators for the complexities of healthcare management by giving them the tools and resources to understand and critically appraise the unique dynamics of the U.S. healthcare system. This course will include information related to healthcare delivery, quality improvement, public policy, laws, accrediting bodies, and regulatory statutes.

NUR552 US Health Care Systems and Quality & Safety Practicum

Hours 3

The purpose of this clinical course is to provide the nursing administrator student with the opportunity to apply concepts and theory from NUR 551 in an authentic clinical environment to narrow the theory practice gap through application and experiential learning. The focus is on the application of public policy, laws, accrediting bodies, and regulatory statutes as they relate to the delivery of health care in the U.S.

NUR553 Advanced Financing and Strategic Planning in Health Care

Hours 3

The purpose of this course is to prepare future nurse administrators to be highly effective and influential strategic planners and financial leaders within the organization. This course addresses principles of strategic planning and fiscal resource management to include SWOT analyses, business plans, reimbursement models, cost analysis, budgeting, contract development, financial aspects of program development and evaluation, and cost accounting and tracking.

NUR554 Advanced Financing and Strategic Planning in Health Care Practicum

Hours 3

The purpose of this clinical course is to provide the student with the opportunity to apply concepts and theory from NUR 553 in an authentic clinical environment narrowing the theory practice gap through application and experiential learning. The focus is on the application of the principles of strategic planning and fiscal resource management to include SWOT analyses, business plans, reimbursement models, cost analysis, budgeting, contract development, financial aspects of program development and evaluation, and cost accounting and tracking.

NUR555 Professional Nursing Practice: Adults

Hours 7

This required course focuses on actions designed to detect and intervene in actual or potential health problems in adults and to determine actions that will ameliorate or reduce the consequences of adult disease through support or rehabilitation. It will prepare the student to provide care to adult patients experiencing common and/or complex physiological alterations and responses. The course addresses concepts, theories, and research findings essential to promote and restore health of adults from culturally diverse populations. Clinical experiences are designed to develop skills for early detection, diagnosis, and treatment of acute and chronic health problems in adults and prevention of further disability. Clinical requirements are pass/fail. Students are required to pass the clinical component of course to successfully complete the course regardless of grade received in the didactic or theory portion of the course. (Theory and laboratory).

Prerequisite(s): Minimum grade of B or higher: NUR 508 Health Assessment NUR 512 Pathophysiology Basic NUR 515 Introduction to Dose Calculations NUR 523 Conceptual Foundations in Nursing Care Professional NUR 733 Nursing Informatics NUR 534 Fundamentals of Professional Nursing Practice NUR 536 Pharmacology NUR 727 Foundations of IS and EBP

Prerequisite(s) with concurrency: Minimum grade of B or higher: and NUR 556 Professional Nursing Practice: Mental Health Nursing and NUR 740 Health Policy and Politics

NUR556 Professional Nursing Practice: Mental Health

Hours 4

This required course focuses on theory, concepts, and management functions essential to professional nursing practice in the improvement of the mental health of culturally diverse persons and the prevention of further disability. Course content is organized around evidence that contributes to a holistic understanding of mental health conditions and effective intervention strategies that assist the individual and family to adapt, and recover. The social, legal, and ethical implications of providing nursing care to culturally diverse individuals with mental health conditions are integrated throughout the content. Essential skills for the student are therapeutic communication in mental health, identification of practice issues, interprofessional collaboration, evaluation of outcomes, and the application of evidence-based practice models. Actions will be taken to participate in quality improvement by ameliorating or reducing the consequences of mental health problems. These essential skills are designed to provide quality care while improving the mental health of persons and preventing further disability. (Theory and Laboratory).

Prerequisite(s): Minimum grade of B or higher: NUR 508 Health Assessment NUR 512 Pathophysiology Basic NUR 523 Conceptual Foundations for Nursing NUR 515 Introduction to Dose Calculations NUR 733 Nursing Informatics NUR 534 Fundamentals of Professional Nursing Practice NUR 536 Pharmacology for Nursing Practice NUR 727 Foundations of IS & EBP

Prerequisite(s) with concurrency: Minimum grade of B or higher: and NUR 555 Professional Nursing Practice: Adults and NUR 740 Health Policy & Politics

NUR558 Professional Nursing Practice: Childbearing

Hours 4

This required course focuses on the role of the nurse in providing holistic, patient-centered care to the childbearing family. The student will be given simple to complex situations in classroom, clinical and technological-based experiences, emphasizing evidence-based practice and quality improvement as members of an interdisciplinary team. A major focus will be the implementation of nursing care to childbearing families who are experiencing a normal maturational process as well as related acute/chronic health problems to provide holistic, patient-centered care to childbearing families from culturally diverse populations. (Theory and laboratory).

Prerequisite(s): Minimum grade of B or higher: NUR 555 Professional Nursing Practice: Adults NUR 556 Professional Nursing Practice: Mental Health NUR 740 Health Policy and Politics

Prerequisite(s) with concurrency: Minimum grade of B or higher: and NUR 579: Professional Nursing Practice: Community Health and NUR 583: Professional Nursing Practice: Children

NUR567 Family Nurse Practitioner Role & Issues

Hours 3

This course includes the professional role of the Family Nurse Practitioner (FNP) serving diverse populations across the lifespan. Emphasis is on the influence of nurse practitioners on outcomes at the systems level. Students will assess complex demands; plan coordinated, multidisciplinary, evidence-based collaborative approaches to care; and appraise strategies for evaluation of outcomes.

Prerequisite(s): NUR 505, NUR 521, NUR 529 - with a grade of B or better

Prerequisite(s) with concurrency: NUR 568 with a B or Better

NUR568 Clinical Readiness

Hours 3

The clinical readiness course ensures that graduate nursing students acquire the foundational knowledge and skills necessary for safe, effective patient care. Through a variety of learning opportunities, students integrate pharmacology, pathophysiology, and physical assessments (the 3P's), along with clinical reasoning, labs/diagnostics, documentation, and interdisciplinary principles of practice. Emphasis is placed on patient safety, clinical judgement, and person-centered care to prepare students for direct care responsibilities. The course culminates in students, demonstrating clinical competencies aligned with their scope of practice while fostering professional identity, collaboration, and accountability.

Prerequisite(s): NUR 505 and NUR 521 and NUR 529

Prerequisite(s) with concurrency: NUR 567 OR NUR 591

NUR569 Family Nurse Practitioner I

Hours 3

This course integrates theoretical, and evidence-based foundational knowledge in health promotion, disease prevention, diagnosis, and management of adults in a primary care setting with a particular focus on rural and medically underserved populations.

Prerequisite(s): NUR 567

NUR570 Family Nurse Practitioner Clinical I

Hours 3

In this clinical course, the FNP student will apply the theoretical and evidence-based foundational knowledge in health promotion, disease prevention, diagnosis, and management of adults in a primary care setting with a particular focus on rural and medically underserved populations. There are 180 clinical hours required for course completion.

Prerequisite(s): NUR 567 with a grade of B or better

NUR571 Family Nurse Practitioner II

Hours 3

This course integrates theoretical, and evidence-based foundational knowledge in health promotion, disease prevention, diagnosis, and management of women and children in a primary care setting with a particular focus on rural and medically underserved populations.

Prerequisite(s): NUR 569 - Must have a B or better. NUR 570 - Must have a B or better.

NUR572 Family Nurse Practitioner Clinical II

Hours 3

In this clinical course, the FNP student will apply the theoretical and evidence-based foundational knowledge in health promotion, disease prevention, diagnosis, and management of women and children in primary care with a particular focus on rural and medically underserved populations. There are 180 clinical hours divided equally between the two populations are required for course completion.

Prerequisite(s): NUR 569 - Must pass with a B or better. NUR 570 - Must pass with a B or better.

NUR573 Family Nurse Practitioner III

Hours 3

This course integrates theoretical, and evidence based foundational knowledge in health promotion, disease prevention, diagnosis, and management of care across the lifespan with a particular focus on rural and medically underserved populations.

Prerequisite(s): NUR 571, NUR 572 - All prereqs must be completed with a B or better

NUR574 Family Nurse Practitioner Clinical III

Hours 3

In this clinical course, the FNP student will apply the theoretical and evidence-based foundational knowledge in health promotion, disease prevention, diagnosis, and management of care across the lifespan with a particular focus on rural and medically underserved populations. There are 180 clinical hours required for course completion.

Prerequisite(s): NUR 571, NUR 572 - Prerequisites must be completed with a B or better

NUR575 Family Nurse Practitioner IV Review (Didactic) and Clinical Immersion

Hours 5

This immersive course incorporates a concentrated clinical practice experience that prepares the FNP student for full scope of practice and supports preparation for licensure and certification. . Using an evidence-based practice framework the student will apply health promotion, disease prevention, and in the provision of patient-centered care in rural medically underserved areas. There are 240 clinical hours in Across the Lifespan population required for course completion. Students will demonstration knowledge of advanced pathophysiology, and pharmacologic interventions according to current standards of care across the lifespan in primary health care clinical settings while learning the family nurse practitioner's role and responsibilities in the provision of patient-centered, ethical, culturally competent care.

Prerequisite(s): NUR 573 NUR 574

NUR576 Teaching & Learning Strategies

Hours 3

This course will prepare students to apply evidence-based adult teaching and learning strategies in academic and clinical settings designed to enable the student to teach nursing content, promote effective learning environments, and evaluate academic success in a variety of contexts. The student will learn the pedagogy of delivering nursing content in environments that include face-to-face and distance formats, incorporating a variety of technologies, and didactic methods that include the cognitive, affective, and psychomotor domains of learning.

NUR577 Academic Immersion

Hours 4

This course will provide students with the opportunity to apply concepts and skills in curriculum development, didactic teaching, and evaluation methods as well as responsibilities within the nurse educator role. The student can choose from a variety of academic settings in which to interface with students, faculty, administrators, and support services within the chosen academic institution. Practicum hours involve observational and hands on teaching experiences. The student will work with a preceptor to complete 3 credit hours (180 clock hours) of practical experience in the educator role and 1 credit hour in seminar.

Prerequisite(s): NUR 576 with a B or better

NUR578 Clinical Immersion

Hours 4

This course will provide students with the opportunity to apply concepts and skills in clinical teaching and evaluation methods within the nurse educator role. The student will apply specialized, hands on, educational concepts within specialized clinical and practice lab settings. The student will work with a preceptor to complete 3 credit hours (180 clock hours) of practical experience in the educator role and 1 credit hour in seminar.

Prerequisite(s): NUR 577 with a B or better

NUR579 Professional Nursing Practice: Community Health

Hours 4

This course prepares the students with an introduction to health promotion and community-based nursing principles. The course addresses concepts, theories, and research findings essential to promoting the health of culturally diverse aggregates, populations, or communities.

Prerequisite(s): Minimum grade of B and higher: NUR 555 Professional Nursing Practice: Adults NUR 556 Professional Nursing Practice: Mental Health NUR 740 Health Policy and Politics

Prerequisite(s) with concurrency: Minimum grade of B and higher: and NUR 558 Professional Nursing Practice: Childbearing and NUR 583 Professional Nursing Practice: Children

NUR583 Professional Nursing Practice: Children

Hours 4

This course focuses on actions designed to detect and intervene in actual or potential health problems in children and to determine actions that will ameliorate or reduce the consequences of disease in children through support or rehabilitation. Students will develop skills in early detection and diagnosis of disease in children and treatment of acute and chronic health problems and evaluates clinical skills necessary to provide culturally-competent care to children from culturally diverse populations.

Prerequisite(s): Minimum grade of B or higher: NUR 555 Professional Nursing Practice: Adults NUR 556 Professional Nursing Practice: Mental Health NUR 740 Health Policy and Politics

Prerequisite(s) with concurrency: Minimum grade of B or higher: and NUR 558: Professional Nursing Practice: Childbearing and NUR 579: Professional Nursing Practice: Community Health

NUR584 Professional Nursing Practice: Complex Client

Hours 4

This synthesis course provides opportunities for the student to examine complex, acute and chronic health problems. Students will apply concepts from prerequisite and concurrent courses and use clinical reasoning thinking and decision-making skills to evaluate interventions to ameliorate or reduce health problems. Clinical activities will focus on nursing actions used to intervene in care of complex clients. The first portion of this course serves as a bridge from adult health and mental health nursing concepts into a holistic approach to caring for clients with complex and critical health problems.

Prerequisite(s): Minimum grade of B and higher: NUR 558 Professional Nursing Practice: Childbearing NUR 579 Professional Nursing Practice: Community Health Clinical NUR 583 Professional Nursing Practice: Children

Prerequisite(s) with concurrency: Minimum grade of B and higher: and NUR 600: Transition to Practice with a Rural Preceptorship and NUR 601: Preparation for Licensure and NUR 735 Population Health in Advanced Practice Nursing and NUR 737 Interdisciplinary Leadership and Role Development for Practice Excellence

NUR591 Leadership and Advocacy in Psychiatric Mental Health Nurse Practitioner Practice

Hours 3

The purpose of this course is to focus on concepts, theories and research underlying advanced practice psychiatric mental health nursing. The scope and standards of psychiatric-mental health nursing practice will be presented. Mental health treatment modalities across the lifespan including psychotherapy, psychopharmacological interventions, community interventions, case management and consult-liaison activities will be examined. Psychological, biological, social, and cultural influences on coping responses of individuals, families, groups, and communities of people/populations at risk are explored. Intervention models, including preventive care and health promotion are introduced.

Prerequisite(s): NUR 505, NUR 521, NUR 529 with a B or better

NUR592 Diagnosis & Evidence Based Treatment for Vulnerable & Specialized People with Psychiatric Disorders

Hours 5

The purpose of this course is to provide an immersive clinical experience in which the PMHNP student demonstrates competencies for full scope of practice and supports preparation for licensure and certification utilizing evidence-based practice, the student will provide patient-centered mental health care that is culturally congruent. Students will demonstrate competence in the provision of mental health across the treatment trajectory from health promotion and disease prevention to emergent crisis care and chronic illness management across the lifespan. Students will complete 240 clinical hours in across the lifespan population care.

Prerequisite(s): NUR 597 and NUR 598 with a B or better

NUR593 Mastering Diagnosis & Evidence Based Treatment for Children & Adolescents with Psychiatric Disorders

Hours 3

The purpose of this course is to focus on the study of Psychiatric Mental Health Nurse Practitioner (PMHNP) conceptual frameworks, theories, and research findings related to common psychiatric disorders among children and adolescent (birth to 17) patients in urban, suburban, and rural settings. Biological and pharmacologic theories, developmental issues of children and adolescent (birth to 17) patients, psychotherapeutic modalities, primary prevention, and evaluation of treatment will be emphasized.

Prerequisite(s): NUR 595 and NUR 596 with a grade of B or better

NUR594 Evidence Based Advanced Clinical Practice for Children and Adolescents with Psychiatric Disorders

Hours 3

The purpose of this clinical course is to provide the student with the ability to apply treatment of psychopathology. The role of the Psychiatric Mental Health Nurse Practitioner (PMHNP) in the assessment, diagnosis, and treatment of children, adolescents, young adults, and families in urban, suburban, and rural settings will be explored. This course will also provide students the opportunity to apply psychobiological information in conjunction with the use of psychopharmacological and psychotherapeutic interventions with patients. Students must complete 180 clinical hours working with children and adolescents from birth to 17.

Prerequisite(s): NUR 595 and NUR 596 with a B or better

NUR595 Mastering Diagnosis & Evidence Based Treatment of Psychiatric Disorders in the Adult and Older Adult

Hours 3

The purpose of this course is for Psychiatric Mental Health Nurse Practitioner (PMHNP) students to learn how to critically appraise theoretical approaches for psychotherapeutic interventions with adult and elderly patients and families in urban, suburban, and rural areas. This course provides a theoretical basis for advanced practice of Psychiatric Mental Health Nursing. This course will also provide the student with an understanding of the dynamics, epidemiology, and treatment of selected psychopathology, specifically focused on adult and elderly patients. In addition, the role of the PMHNP in the assessment, diagnosis, and treatment of adult and elderly patients with mental disorders will be explored.

Prerequisite(s): NUR 591 and NUR 568 with a grade of B or better

NUR596 Evidence Based Advanced Clinical Practice in Adult and Older Adults with Psychiatric Disorders

Hours 3

The purpose of this clinical course is for Psychiatric Mental Health Nurse Practitioner (PMHNP) students to critically appraise and apply theoretical approaches for psychotherapeutic interventions with adult and elderly patients and families in urban, suburban, and rural areas. This course will also provide the student with an opportunity to apply the dynamics, epidemiology, and treatment of selected psychopathology, specifically focused on adult and elderly patients. In addition, the role of the PMHNP in the assessment, diagnosis, and treatment of adult and elderly patients with mental disorders will be applied. Students must complete 180 clinical hours providing psychopharmacotherapeutic and psychotherapeutic interventions to adults, elderly and their families.

Prerequisite(s): NUR 593, NUR 594; must complete with a B or better

NUR597 Mastering Diagnosis & Evidence based Treatment of Psychiatric Disorders Across the Lifespan

Hours 3

The purpose of this course is for Psychiatric Mental Health Nurse Practitioner (PMHNP) students to demonstrate comprehension of multiple theoretical approaches for psychotherapeutic interventions across the lifespan in urban, suburban, and rural areas. This course also covers the dynamics, epidemiology, assessment, diagnosis, and treatment of selected psychopathologies. Appropriate evidence-based psychopharmacological and psychotherapeutic (individual, family and group) interventions are examined.

Prerequisite(s): NUR 593 and NUR 594 with a grade of B or better

NUR598 Evidence Based Advanced Clinical Practice Across the Lifespan for Psychiatric Disorders

Hours 3

The purpose of this clinical course is for Psychiatric Mental Health Nurse Practitioner (PMHNP) students to demonstrate application of multiple theoretical approaches for psychotherapeutic interventions across the lifespan in urban, suburban, and rural areas. This course provides PMHNP students an opportunity to apply clinical skills in the assessment, diagnosis, and treatment of selected psychopathologies. Students will apply appropriate evidence-based psychopharmacological and psychotherapeutic (individual, family and group) interventions in a wide range of clinical settings. Students must complete 180 clinical hours treating patients across the lifespan (with a minimum of 40 child and adolescent).

Prerequisite(s): NUR 593 and NUR 594 with a grade of B or better

NUR599 Master's Thesis

Hours 3-6

This course is designed to assist the student in selecting a foundational area of inquiry or phenomenon of interest, and creating original scholarship written under the direction of the faculty advisor. It is expected that the project will culminate in the production of a research product (thesis) that evidences originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation. The work shall involve an analysis or study related to a professional nursing phenomenon of interest such as, but not limited to: direct patient care concerns, systems level quality improvement, healthcare policy, or nursing administration.

NUR600 Transition to Practice with a Rural Health Preceptorship

Hours 4

This required course focuses on leadership theory and management functions essential to professional nursing. It serves as a capstone course for the MENP. Essential skills are communication, interprofessional collaboration, negotiation, delegation, coordination, evaluation of interdisciplinary work, and the application of evidence-based practice models. Clinical experiences focus on the enactment of the professional nurse role in a concentrated practicum which requires a culmination of knowledge and skill while in the nursing program. Leadership and management principles and clinical judgment skills are applied as students enhance direct care delivery skills, critical thinking, and decision-making. A culminating Capstone Project is required and is designed to give students an experiential learning opportunity at the point of care by working with healthcare providers to demonstrate mastery of the leadership principles and management concepts presented within this course.

Prerequisite(s): Minimum grade of B or higher NUR 558 Professional Nursing Practice: Childbearing NUR 579 Professional Nursing Practice: Community Health Clinical NUR 583 Professional Nursing Practice: Children

Prerequisite(s) with concurrency: Minimum grade of B or higher and NUR 601 Preparation for Licensure and NUR 735 Population Health in Advanced Practice Nursing and NUR 584 Professional Nursing Practice: Community Health and NUR 737 Interdisciplinary Leadership & Role Development for Practice Excellence

NUR601 Preparation for Licensure

Hours 1

The focus of this course is to support students to assess their individual knowledge acquisition and to implement strategies to address identified deficiencies and maximize learning with faculty assistance. Through this course students will use individual, group, and technology-based methods to facilitate critical thinking and problem-solving using client case studies. Students will also complete the NCLEX licensure application process.

Prerequisite(s): Minimum grade of B or higher: NUR 558 Professional Nursing Practice: Childbearing NUR 579 Professional Nursing Practice: Community Health Clinical NUR 583 Professional Nursing Practice: Children

Prerequisite(s) with concurrency: Minimum grade of B or higher: and NUR 600 Leadership & Rural Health Preceptorship and NUR 735 Population Health in Advanced Practice Nursing and NUR 584 Professional Nursing Practice: Complex Client and NUR 737 Interdisciplinary Leadership & Role Development for Practice Excellence

NUR620 Curriculum Theory & Practice

Hours 3

This course critically examines historical and contemporary discourses necessary to understand curriculum as a synergetic field of study and an area of professional practice. Factors related to organizing curriculum will be considered based on analysis, interpretation and synthesis of contextual data. Students will determine directions, outcomes, and goals for curriculum and course design. Methods for curriculum evaluation and a dashboard for successful implementation will be emphasized. Students will demonstrate their ability to develop and critique curriculum in the context of instruction through reflection, observation, documentation, and descriptive analysis and to relate ethical, moral, and social justice concerns to curriculum practice.

Prerequisite(s): NUR 531 with a B or better

NUR696 Doctoral Seminar in Research

Hours 3

Students are expected to utilize knowledge from quantitative methodology and statistics in this course. The seminar will provide students with opportunities to synthesize knowledge gained in this and other courses in order to address topics of for research in nursing education.

NUR700 Clinical Data Mgt & Analysis

Hours 3

This required course provides students with the knowledge base to understand, collect, manage, and measure clinical data. Students will explore data collection and management processes, levels of measurement, basic statistics, and measurement for improvement in order to effectively use clinical data. Data entry exercises employed through analytical tools and statistical software packages will allow the students practice and apply the basic data management and analysis skills needed for the evaluation of clinical data and evidence-based practice.

NUR701 Writing for Publication

Hours 3

This course concerns the development of skills in writing, editing, and preparing manuscripts for publication from initial idea to submission of a publishable manuscript. The course emphasizes a writing process that encourages productivity and collegial peer review. Legal and ethical aspects of authorship prepare students for responsible practices expected of scholars. Students should have mastered basic writing skills, e.g., grammar, syntax, and computer skills, prior to enrolling in this course.

Prerequisite(s): NUR 706 with a B or better

NUR706 Introduction to Writing

Hours 1

The purpose of this course is to provide students with an introduction and foundation to the basic principles of scholarly writing with focus on writing for a clinically focused student. The student will explore APA guidelines, the principles of plagiarism, the foundational concepts of writing, and basic guidance in writing for academic/scholarly publications.

NUR713 Special Topics

SP

Hours 1-4

This course focuses on selected DNP topics under the sponsorship of a graduate nursing faculty member with relevant expertise.

Special Topics Course

NUR717 DNP Independent Study - Special Topics

SP

Hours 1-4

The independent study option provides an opportunity for students to identify, structure, implement and evaluate learning experiences consistent with personal learning needs and career plans that are in addition to the current curriculum.

Special Topics Course

NUR727 Foundations of Implementation Science and Evidence-Based Practice

Hours 3

The purpose of this course is to provide students with foundations for implementation science and evidence-based practice (EBP). Students learn to formulate clinical questions in answerable format, and search for and identify best research evidence. The focus of the course is to evaluate and critically appraise evidence for rigor and applicability to the clinical problem and is designed to improve clinical outcomes. Students will translate the evidence into practice environments for safe quality care, gain access to information that will support optimal clinical decision-making, and identify models and theories to support clinical change.

NUR728 Evidence-Based Project Methods and Evaluation

Hours 3

The purpose of this course is to synthesize knowledge related to translational/implementation science models and strategies to improve health outcomes. The emphasis in the course is the use of project evaluation as a strategic planning tool to achieve positive changes in health status, to initiate quality improvement, to engage in risk anticipation and management, and to facilitate organizational and system level changes.

Prerequisite(s) with concurrency: NUR 727 with a B or Better

NUR729 EBP Design and Translation

Hours 3

The purpose of this course is to provide students with models for evidence-based practice (EBP) design and improvement translation. Students learn to formulate clinical questions in answerable format, and search for and identify best research evidence. The focus of the course is to evaluate and critically appraise evidence for rigor and applicability to the clinical problem and is designed to improve clinical outcomes. Students will translate the evidence into practice environments for safe, quality care. Students will gain access to information that will support optimal clinical decision-making. Improvement translation sciences will also be introduced.

NUR731 Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing

Hours 3

This required core course for the Doctor of Nursing Practice program provides an understanding of the use of theory and conceptual foundations to guide the complexity of specialty nursing practice at the doctoral level. The content is derived from the philosophical and scientific underpinnings of nursing, natural, and psycho-social sciences.

NUR733 Informatics for Advanced Practice Nursing

Hours 3

This required course focuses on the collection, organization, analysis, and dissemination of information in nursing and health care. Students are introduced to the specialty of nursing informatics, the information system life-cycle, telemedicine, and the use of technology to enhance nursing care delivery and patient safety. Also, students learn how to design, use, and manipulate large and small patient databases for the analysis of patient outcomes.

NUR734 Advanced Experiential Clinical Course

Hours 1-7

This course is designed to validate Master's level competencies in clinical and organizational leadership. The course is required for post-master's DNP students who are graduates of programs in nursing with less than 500 clinical hours.

NUR735 Population Health in Advanced Practice Nursing

Hours 3

This required course equips students to implement population-based strategies for disease prevention and health promotion, aligning with national and global goals to enhance health outcomes worldwide. Emphasis is placed on a range of critical health issues, including emerging infectious diseases, emergency preparedness, health disparities, and the influence of behavior and lifestyle choices on overall health.

NUR737 Interdisciplinary Leadership and Role Development for Practice Excellence

W

Hours 3

This course prepares students for organizational and systems leadership and knowledge and skills critical to role development in independent and inter and intra-disciplinary practice. Content includes communication, conflict resolution, collaboration and negotiation, leadership, and team functioning to maximize success in the establishment of safe, effective patient-centered care in complex environments.

Writing

NUR740 Health Policy & Politics: Implications in Health Care

Hours 3

This course focuses on the basic principles of health policy and the influence of the political process as a systematic approach to health care in the United States and internationally. The course prepares students to assume complex leadership roles in order to advance specialty practice and health. This course focuses on the unique challenges of engaging and influencing healthcare policy in the U.S. and internationally. It is designed to develop skills, techniques, and approaches to the critical analysis of health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums. The health policy framework is analyzed from a governmental, institutional, and organizational perspective.

NUR742 Project Evaluation and Methods

Hours 3

The purpose of this course is to synthesize knowledge related to translational/implementation science models and strategies to improve health outcomes. The emphasis in the course is the use of project evaluation as a strategic planning tool to achieve positive changes in health status, to initiate quality improvement, to engage in risk anticipation, management and to facilitate organizational and system level changes.

NUR743 EBP Strategies

Hours 3

NUR 743 is a required core Doctor of Nursing Practice Program course, which expands on foundational evidence-based practice concepts to refine a problem statement and derive a searchable and answerable clinical question. Content includes identification and selection of methods, strategies, tools and metrics needed to complete a successful scholarly project. The course also addresses targeted strategies for disseminating evidence associated with scholarly projects.

NUR794 Introduction to the DNP Scholarly Project

Hours 1

This course provides an essential foundation for DNP students preparing for DNP Scholarly Project Immersion. It is designed to be taken in the semester prior to entering NUR 796.

NUR795 DNP Project Seminar

Hours 1

This required course is designed to assist the student to develop professional competencies related to the DNP project. Students participating in the seminar will obtain guidance, be involved in discussion, and receive peer suggestions about the DNP project. Funding opportunities will be explored, presentation preparation will be initiated, and project dissemination will be reviewed. The student will start the development and design of the professional portfolio with current professional information and achievements.

Prerequisite(s): NUR 794

NUR796 DNP Project Immersion I

Hours 3

This required course is the first clinical course in the Doctor of Nursing Practice course of study. The practice residency is conducted in a specialty area of the student's choice and guided by the DNP Essentials. Students will participate in weekly online group discussions regarding their progress providing peer feedback. An organizational needs assessment is conducted while the final project is selected and planned by the student and the Faculty Advisor. IRB training and preparation is completed. The final project proposal is completed and approved by the Faculty Advisor in this course.

Prerequisite(s): A clinical facility contract and clinical advisor must be approved and in place prior to enrollment in this course. NUR 701 NUR 727 NUR 728 NUR 794

NUR797 DNP Project Immersion II

Hours 3

This required course is the continuation of the clinical courses in the Doctor of Nursing Practice course of study. The practice residency is conducted in a specialty area of the student's choice and guided by the DNP Essentials. Students will participate in weekly online group discussions regarding their progress providing peer feedback. The DNP Project will be submitted for IRB review and revised until accepted by all required IRB entities. The DNP project will be implemented and evaluated by the student, with guidance from the Faculty Advisor.

Prerequisite(s): NUR 796 A clinical facility contract and clinical advisor must be approved and in place before enrollment in this course.

Prerequisite(s) with concurrency: NUR 795

NUR798 DNP Project Immersion III

Hours 3

This required course is the culmination of the clinical courses in the Doctor of Nursing Practice course of study. The practice residency is conducted in a specialty area of the student's choice and guided by the DNP Essentials. Students will participate in weekly online group discussions regarding their progress providing peer feedback. The final project is evaluated, analyzed, and disseminated by the student with Faculty and Clinical Advisor guidance in the form of a professional presentation. The final DNP Project report is completed and approved by the Faculty Advisor. Students are strongly encouraged to submit a completed manuscript for publication based on the DNP Project in collaboration with the Faculty Advisor when deemed ready by the Faculty Advisor.

Prerequisite(s): NUR 796 and NUR 797 with a B grade or better

NUS713 Special Topics

SP

Hours 3

This course is designed to offer Joint PhD program students a range of nursing-science focused special topic courses.

Special Topics Course

NUS741 BSN-PhD Research Seminar I

UAH

Hours 1

The purpose of this course is to prepare BSN-PHD students with the foundational skills of deep reading, comprehensive literature review and critique, critical thinking, and writing skills necessary for successful advancement in a doctoral program. This course will further help students by providing more individualized support and structure to facilitate successful progression through the PhD program.

Prerequisite(s): Admission to the Graduate Program

UA-Huntsville Course

NUS742 BSN-PhD Research Seminar II

UAH

Hours 1

The purpose of this course is to aid BSN-PHD students in developing skills to assess scientific rigor, develop an argument, critique published research, professionally present (verbally and written) critique findings, develop a manuscript for publication, and will provide an opportunity to obtain hands on research experience. This course will further help students by providing more individualized support and structure to facilitate successful progression through the PhD program.

Prerequisite(s): Admission to the Graduate Program

UA-Huntsville Course

NUS743 BSN-PhD Research Seminar III

UAH

Hours 1

The purpose of this course is to prepare BSN-PHD students with the foundational skills of systematically appraising the literature to develop an appropriate and comprehensive significance section, analyzing health policy that directly relates to the students' research areas of interest, and evaluating research methodology and accompanying statistical analyses. These are important for successful advancement in a doctoral program. This course will further help students by providing more individualized support and structure to facilitate successful progression through the PhD program.

Prerequisite(s): Admission to the Graduate Program

UA-Huntsville Course

NUS750 Philosophy of Science

UAH

Hours 3

The purpose of this course is to explore the evolution of philosophy and science. Epistemology, knowledge generation, knowledge acquisition, and ways of knowing will be examined. Scientific inquiry will include reasoning, logic, and persuasive argument development.

Prerequisite(s): Admission to the Program

UA-Huntsville Course

NUS752 Informatics and Analytics for Nurse Scientists

Hours 3

The purpose of this course is to prepare nurse scientists to use informatics, electronic tools, and healthcare technologies for the purposes of nursing research. The course will focus on the use of informatics in the data management of individuals, groups, and organizations as the nurse scientist plans and executes a program of research.

Prerequisite(s): NUS 758 NUS 760

NUS754 Ethical Conduct and Legal Issues in Research

Hours 3

The purpose of this course is to introduce the student to doctoral scholarship in support of beginning a program of responsible conduct of research. This course explores current ethical and legal issues in the science of nursing research. The course will delve into best practices in research design with regard to ethics, authorship, data management and record keeping, intellectual property and ownership of data, and human subjects research. In addition, the course will cover conflicts of interest, mentoring, collaborations, peer review, research misconduct, and current ethical issues in research.

Prerequisite(s): Admission to the Joint Nursing Science PhD Program

NUS756 Application of Theoretical Models

UAH

Hours 3

The purpose of this course is to provide students a foundation for contributing to theory development processes, analyzing and critiquing theoretical foundations of research, and applying theoretical models to nursing research. This course addresses the relationship between theory and research and provides an understanding of the use of theoretical models and conceptual foundations to guide nursing research and practice.

Prerequisite(s): NUS 750

UA-Huntsville Course

NUS758 Quantitative Research Methods and Designs

Hours 3

The purpose of this course is to provide students with foundational knowledge related to quantitative research design and methods, and the skills to develop research proposals using these designs and methods. Students will progress from learning quantitative research approaches, to understanding the process and components of quantitative research. Students will end the course by integrating these new principles into a written, defensible, National Institutes of Health-style Research Strategy. Additional content will focus on the evolving role of nurses in quantitative research, the renewed focus on research rigor and reproducibility, and being a nurse scientist on interdisciplinary research teams. Special emphasis will be placed on clinical nursing designs including observational studies, quasi-experimental studies, and repeated-measures intervention studies.

Prerequisite(s): NUS 750

NUS760 Statistics I

UAH

Hours 3

The purpose of this course is to provide the student with the skills to conduct and interpret statistical data. Emphasis will be place on describing types of variables, testing hypotheses, selecting appropriate parametric and nonparametric statistical tests, analyzing data, and interpreting results.

Prerequisite(s): NUS 758

UA-Huntsville Course

NUS762 Healthcare Policy for Rural and Medically Underserved Populations

Hours 3

The purpose of this course is to explore the policy environment that influences and shapes public health and health care service delivery, including rural and medically underserved communities. Students will develop skills, techniques, and approaches to identify gaps, critically analyze and research health related issues. Utilization and delivery of data to promote and impact healthcare policy changes will be an important measure of outcome. Students will develop the ability and confidence to critically assess current health policy issues in a thoughtful, comprehensive and rigorous manner and to engage in the policy process.

Prerequisite(s): Admission in the Joint Nursing Science PhD Program

NUS764 Scientific Writing

UAH

Hours 3

The purpose of this course is to develop writing skills to produce scientific writing that is clear, concise and logical. This course will also explore the publication to include abstract and manuscript development and the submission process. Additional pathways to dissemination of nursing content will be explored as well.

Prerequisite(s): Admission to the Joint Nursing Science PhD program

UA-Huntsville Course

NUS766 Epidemiology

Hours 3

The purpose of this course is to introduce epidemiological methods for measuring population health, designing and implementing observational and experimental studies, critically reading the public health literature, and applying research findings to global and community health.

Prerequisite(s): NUS 760

NUS768 Statistics II

Hours 3

The purpose of this course is to provide advanced coursework in applied statistical approaches to data management and analysis with an emphasis on multivariate statistical approaches. Students will develop improved skills in conceptualizing, executing, analyzing, and interpreting advanced analytic strategies and to enhance their ability to propose strong, tailored analytic approaches for specific study designs and research aims. Students will gain proficiency in using statistical software to enhance their knowledge of regression, ANCOVA, MANOVA/MANCOVA, discriminant analysis, exploratory and confirmatory factor analysis, structural equation modeling, multilevel modeling, and advanced categorical approaches. Emphasis will be placed on the understanding of the mathematics, logic, and application of these techniques.

Prerequisite(s): NUS 760

NUS770 Grant Writing

Hours 3

The purpose of this course is to prepare students in the foundations of writing grants for federal external funding. This course will help students identify a step-wise process to develop a grant proposal through federal funding sources. Strategies for successful grant writing include identifying funding sources for the topic, writing a competitive grant application, developing a collaborative team of researchers for the project, and understanding the review process.

Prerequisite(s): NUS 764

NUS772 Qualitative Research Methods

UAH

Hours 3

The purpose of this course is to assist the student in using selected qualitative research methods. Learning modules will explore qualitative approaches, sampling, data collection, data analysis and dissemination. The course will review and explore the use of technology to assist the qualitative researcher.

Prerequisite(s): NUS 750, NUS 756, NUS 758

UA-Huntsville Course

NUS776 Advanced Research Methods

UAH

Hours 3

The purpose of this course is to assist students in developing the knowledge and skills to design a mixed methods research (MMR) study. MMR is an advanced method for collecting, analyzing, and "mixing" both quantitative and qualitative data within a single study, to understand a research problem more completely.

Prerequisite(s): NUS 752, NUS 758, NUS 760, NUS 768, NUS 772

UA-Huntsville Course

NUS799 Dissertation Hours

Hours 1-12

The purpose of this course is initiation, continuation, or completion of the dissertation for the Doctor of Philosophy (PhD) in Nursing Science degree. This course must be repeated each semester consecutively up to 24 credit hours until successful defense of the dissertation.

Prerequisite(s): Successful completion of 45 hours of NUS courses

Nursing Science Courses**NUS741 BSN-PhD Research Seminar I**

UAH

Hours 1

The purpose of this course is to prepare BSN-PHD students with the foundational skills of deep reading, comprehensive literature review and critique, critical thinking, and writing skills necessary for successful advancement in a doctoral program. This course will further help students by providing more individualized support and structure to facilitate successful progression through the PhD program.

Prerequisite(s): Admission to the Graduate Program

UA-Huntsville Course

NUS742 BSN-PhD Research Seminar II

UAH

Hours 1

The purpose of this course is to aid BSN-PHD students in developing skills to assess scientific rigor, develop an argument, critique published research, professionally present (verbally and written) critique findings, develop a manuscript for publication, and will provide an opportunity to obtain hands on research experience. This course will further help students by providing more individualized support and structure to facilitate successful progression through the PhD program.

Prerequisite(s): Admission to the Graduate Program

UA-Huntsville Course

[View All Courses](#)**Doctor of Nursing Practice (DNP)**

The DNP is a practice doctorate in nursing that prepares graduates to function at the highest level of nursing practice. Entry into the program is available in spring, summer, and fall. Graduates of the DNP program focus on providing care with an emphasis on improving quality and access to underserved and diverse populations. Graduates employ abilities and skills in these areas to (a) advocate for reasonable, rational, and data-driven health regulations, standards, and practices; (b) sustain collaborative and strategic relationships; (c) promote innovative, effective health care programs; and (d) form partnerships with diverse groups to address health disparities.

Two pathways to the DNP degree are available, post-baccalaureate to DNP (BSN to DNP) and post-masters to DNP (MSN to DNP). The BSN to DNP pathway admits BSN-prepared nurses. The MSN degree will be awarded en route at the start of the DNP project courses. The following MSN concentrations are available: Nurse Executive, Nurse Educator, Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), or Dual Nurse Psychiatric Mental Health and Family Nurse Practitioner.

The MSN to DNP pathway admits those with a minimum of a Bachelor's in Nursing and a Master's degree in Nursing or other relevant field. Those with a Master's in a field other than nursing may be required to complete additional courses. The program of study offers the opportunity for a focus in nurse education or executive administration through additional elective coursework if desired.

The DNP curriculum includes the development of a clinical practice DNP project. "The DNP project" is designed to synthesize scholarship in an advanced practice specialty or an area of health care leadership.

Practice immersion experiences provide the context within which the project is completed. Students develop the project under the direction of a team, including program faculty, the student, the clinical advisor, and the faculty advisor. All courses are offered in a distance accessible format, with one on-campus intensive conference attended during the DNP project courses.

Note: This program requires a **clinical component (post-baccalaureate range from 1320-2100 clinical hours depending on the concentration; post-master's clinical hours are 540)**. The student's responsibility is to identify a site and an appropriate clinical advisor. **No clinical practice will take place until the student has been notified by CCN of the site and clinical advisor approval.**

Click Here to view the states from which the College of Nursing currently accepts applications for admission.

Admissions

Post-Baccalaureate to Doctor of Nursing Practice (BSN to DNP) Pathway

Applicants for the Post-Baccalaureate to Doctor of Nursing Practice (DNP) pathway will be considered on a competitive basis. In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. Baccalaureate degree in nursing from an accredited school of nursing.
2. Reside and hold a current unencumbered RN licensure in a state-approved for admission. Click Here to view the states from which the College of Nursing currently accepts applications for admission.

Final admission is contingent upon drug and background screen results that are deemed acceptable by appropriate University officials.

Post-Master's to Doctor of Nursing Practice (MSN to DNP) Pathway

Applicants for the Post-Baccalaureate to Doctor of Nursing Practice (DNP) pathway will be considered on a competitive basis. In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. Master's degree in nursing from a CCNE or NLN accredited school of nursing or a Master's degree in another relevant field. Those with Master's in a field other than Nursing may be required to complete additional courses.
2. Reside and hold a current unencumbered RN licensure in a state approved for admission. Click Here to view the states from which the College of Nursing accepts applications for admission.

Final admission is contingent upon drug and background screen results that are deemed acceptable by appropriate University officials.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

BSN to DNP Program Courses

BSN to DNP Course Lists		Hours
BSN to DNP Courses (All BSN to DNP Students take)		
NUR 700	Clinical Data Mgt & Analysis	3
NUR 701	Writing for Publication	3
NUR 706	Introduction to Writing *	1
NUR 727	Foundations of Implementation **	3
NUR 728	EBP Methods and Evaluation	3

NUR 733	Informatics APN **	3
NUR 735	Pop Health APN **	3
NUR 737	Interdisc Leader Role Dev **	3
NUR 740	Health Policy & Politics **	3

Credit Hours Subtotal: 25

Focused Areas of Study (Must choose 1 focused area)

Dual Psychiatric Mental Health and Family Nurse Practitioner

NUR 505	Advanced Health Assessment	3
NUR 521	Advanced Pharmacology	3
NUR 529	Advanced Pathophysiology	3
NUR 567	FNP Role & Issues	3
NUR 568	Clinical Readiness	3
NUR 569	Family Nurse Practitioner I	3
NUR 570	FNP Clinical I	3
NUR 571	Family Nurse Practitioner II	3
NUR 572	FNP Clinical II	3
NUR 573	Family Nurse Practitioner III	3
NUR 574	FNP Clinical III	3
NUR 591	Leadership & Advocacy in PMHNP	3
NUR 592	PMH Vuln & Spec	5
NUR 593	PMH Child	3
NUR 594	PMH Clinical Child	3
NUR 595	PMH Adult	3
NUR 596	PMH Clinical Adult	3
NUR 597	PMH Across	3
NUR 598	PMH Clinical Across	3

Credit Hours Subtotal: 59

Psychiatric Mental Health Nurse Practitioner

NUR 505	Advanced Health Assessment	3
NUR 521	Advanced Pharmacology	3
NUR 529	Advanced Pathophysiology	3
NUR 568	Clinical Readiness	3
NUR 591	Leadership & Advocacy in PMHNP	3
NUR 592	PMH Vuln & Spec	5
NUR 593	PMH Child	3
NUR 594	PMH Clinical Child	3
NUR 595	PMH Adult	3
NUR 596	PMH Clinical Adult	3
NUR 597	PMH Across	3
NUR 598	PMH Clinical Across	3

Credit Hours Subtotal: 38

Family Nurse Practitioner

NUR 505	Advanced Health Assessment	3
NUR 521	Advanced Pharmacology	3
NUR 529	Advanced Pathophysiology	3
NUR 567	FNP Role & Issues	3
NUR 568	Clinical Readiness	3
NUR 569	Family Nurse Practitioner I	3
NUR 570	FNP Clinical I	3
NUR 571	Family Nurse Practitioner II	3
NUR 572	FNP Clinical II	3
NUR 573	Family Nurse Practitioner III	3

NUR 574	FNP Clinical III	3
NUR 575	FNP IV Review and Clinical	5
Credit Hours Subtotal:		38

Nurse Executive

NUR 506	Advanced Clinical Foundations	3
NUR 549	Roles&Leadership Nursing Admin	3
NUR 550	Roles&Lead Nur Admin Practicum	3
NUR 551	US Healthcare Quality & Safety	3
NUR 552	US Health Care Qual&Safe Pract	3
NUR 553	Adv Fin & Strategic Plan in HC	3
NUR 554	Adv Fin&Strat Plan in HC Pract	3
NUR 734	Adv Ex Clinical Course	3
Elective ****		
Credit Hours Subtotal:		24

Nurse Educator

NUR 506	Advanced Clinical Foundations	3
NUR 531	Nsg Fac Roles and Resp	3
NUR 532	Instr Media Nursing Education	3
NUR 576	Teaching & Learning Strategies	3
NUR 577	Academic Immersion	4
NUR 578	Clinical Immersion	4
NUR 734	Adv Ex Clinical Course	3
Credit Hours Subtotal:		23

DNP Project courses

NUR 794	Intro to DNP Scholarly Project	1
NUR 795	DNP Project Seminar ***	1
NUR 796	DNP Project Immersion I ***	3
NUR 797	DNP Project Immersion II ***	3
NUR 798	DNP Project Immersion III ***	3
Credit Hours Subtotal:		11

Footnotes

- * May test out through the writing competency assessment..
- ** Courses count toward the MSN and DNP.
- *** Only eligible in the last 3 semesters of coursework NUR 796, NUR 797, and NUR 798 must be in sequence. NUR 795 may be taken with NUR 796 or NUR 797.
- **** Required elective at the Graduate level may be chosen in any college to satisfy the minimum required hours for the degree

Post-Master's to Doctor of Nursing Practice Pathway (MSN to DNP)

MSN to DNP Course List		Hours
Core Courses		
NUR 700	Clinical Data Mgt & Analysis	3
NUR 701	Writing for Publication	3
NUR 706	Introduction to Writing *	1
NUR 727	Foundations of Implementation	3
NUR 728	EBP Methods and Evaluation	3
NUR 733	Informatics APN	3
NUR 735	Pop Health APN	3
NUR 737	Interdisc Leader Role Dev	3
NUR 740	Health Policy & Politics	3
Credit Hours Subtotal:		25

DNP Project Courses		
NUR 794	Intro to DNP Scholarly Project	1
NUR 795	DNP Project Seminar **	1
NUR 796	DNP Project Immersion I (180 Clinical Hours) **	3
NUR 797	DNP Project Immersion II (180 Clinical Hours) **	3
NUR 798	DNP Project Immersion III (180 Clinical Hours) **	3
Credit Hours Subtotal:		11

Total Hours **36**

Sample Part-time Program of Study Hours

Semester 1

NUR 706	Introduction to Writing *	1
NUR 727	Foundations of Implementation	3
NUR 728	EBP Methods and Evaluation	3
Credit Hours Subtotal:		7

Semester 2

NUR 701	Writing for Publication	3
NUR 740	Health Policy & Politics	3
Credit Hours Subtotal:		6

Semester 3

NUR 700	Clinical Data Mgt & Analysis	3
NUR 735	Pop Health APN	3
Credit Hours Subtotal:		6

Semester 4

NUR 733	Informatics APN	3
NUR 796	DNP Project Immersion I (180 Clinical Hours) **	3
Credit Hours Subtotal:		6

Semester 5

NUR 795	DNP Project Seminar **	1
NUR 797	DNP Project Immersion II (180 Clinical Hours) **	3
Credit Hours Subtotal:		4

Semester 6

NUR 737	Interdisc Leader Role Dev	3
NUR 798	DNP Project Immersion III (180 Clinical Hours) **	3
Credit Hours Subtotal:		6

Total Hours **35**

Footnotes

- * May test out through the writing competency assessment.
- ** Only eligible in the last 3 semesters of coursework NUR 796, NUR 797, and NUR 798 must be in sequence. NUR 795 may be taken with NUR 796 or NUR 797.

Transfer Credit

Graduate School information on Transfer Credit (p. 21).

Admission to Candidacy Requirements

The Director of Graduate Student Services will initiate the Admission to Candidacy when core coursework is completed.

Comprehensive Exam

DNP students do not take comprehensive exams. Successfully securing a clinical site and completing all prerequisites is needed for enrollment into NUR 796-798 (DNP Immersion courses).

DNP Project

Immersion course series requirements.

NUR 796 - Approved proposal, portfolio initiation, 180 clinical hours

- < 75% complete: course failure
- >75% but not 100%: Incomplete with 1 hour of NUR 717 Independent Study for the next semester. If the incomplete is fulfilled prior to the start of the next semester, the student may progress.

NUR 797: IRB approval and project implementation, continued portfolio, 180 clinical hours

- < 75% complete: course failure
- >75% but not 100%: Incomplete with 1 hour of NUR 717 Independent Study for the next semester. If the incomplete is fulfilled prior to the start of the next semester, the student may progress.

NUR 798: Project evaluation DNP part II approval, portfolio completion, dissemination, 180 clinical hours.

- < 75% complete: course failure
- >75% but not 100%: Incomplete with 1 hour of NUR 717 Independent Study for the next semester. If the incomplete is fulfilled prior to the start of the next semester, the student may progress.

The immersion course series cannot have a gap other than summer. NUR 717 (Independent Study) fills the gap for a student to stay in sequence. Any other gap requires the student to begin the series over. If the student will gap the summer but wishes to complete incomplete work from the spring, the student will need to take NUR 717 for 1 credit hour. Any failure during the sequence can allow for a repeat of the failed course IF the project and clinical site remain the same. If the clinical site or the project changes the student will be required to restart the sequence at NUR 796.

Extreme circumstances will be considered on a case-by-case basis.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Student Progression Requirement

Student progression is monitored and evaluated each semester. Please contact the Director of Graduate Student Services for the Graduate Retention and Progression Policy.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Please contact the Coordinator of Graduate Student Services for assistance with the Leave of Absence process.

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

Family Nurse Practitioner Certificate

Click Here to view the states from which the College of Nursing currently accepts applications for admission.

The Nurse Practitioner (NP) Post-graduate Certificate program builds on the graduate level nursing competencies and knowledge base. Nurses who are already prepared at either the master's or doctorate level for other roles may apply for the post-graduate certificate program with advanced specialization as a Family Nurse Practitioner (FNP). The FNP concentration prepares students for certification as an FNP across the lifespan. Students in the Post-graduate Certificate program will enroll in existing FNP population-focused courses, but they will not be required to complete master's graduate nursing core courses.

Admissions

Applicants for the nurse practitioner post-graduate certificate will be considered on a competitive basis. Nurses who are interested in the nurse practitioner post-graduate certificate are encouraged to contact the Capstone College of Nursing (CCN) Coordinator of Graduate Student Services.

Click Here to view the states from which the College of Nursing currently accepts applications for admission.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must:

- Have a Master's degree in nursing from an accredited graduate program in nursing or a master's degree in a health-related field with a baccalaureate degree in nursing from an accredited program.
- Reside and hold a current unencumbered RN licensure in a currently approved state.

Final admission is contingent upon drug and background screen results that are deemed acceptable by appropriate University officials.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Post-Graduate Certificate: Family Nurse Practitioner Sample Program of Study

Sample Post-Graduate Certificate: Family Nurse Practitioner Sample Program of Study		Hours
Semester 1		
NUR 567	FNP Role & Issues	3
NUR 568	Clinical Readiness	3
Credit Hours Subtotal:		6
Semester 2		
NUR 569	Family Nurse Practitioner I	3
NUR 570	FNP Clinical I (180 Clinical Hours)	3

Credit Hours Subtotal:			6
Semester 3			
NUR 571	Family Nurse Practitioner II		3
NUR 572	FNP Clinical II (180 Clinical Hours)		3
Credit Hours Subtotal:			6
Semester 4			
NUR 573	Family Nurse Practitioner III		3
NUR 574	FNP Clinical III (180 Clinical Hours)		3
Credit Hours Subtotal:			6
Semester 5			
NUR 575	FNP IV Review and Clinical (240 Clinical Hours)		5
Credit Hours Subtotal:			5
Total Hours			29

The student's transcripts will be assessed for the following courses. Courses must be completed within the last 5 years. In the absence of transcript credit, the courses must be completed. If the courses are outside of the 5 years, then the student will be required to take NUR 506 Advanced Clinical Foundations.

Code and Title	Hours
NUR 505 Advanced Health Assessment	3
NUR 521 Advanced Pharmacology	3
NUR 529 Advanced Pathophysiology	3

Transfer Requirements

Graduate School information on Transfer Credit (p. 15).

Time Limits for Degree Completion

Graduate School information on Time Limits (p. 15).

Clinical Hours

Clinical hours are completed under the supervision of advanced practice providers specific to each specialty concentration (FNP, PMHNP, or NE)

Graduate Student Clinical Placements

1. The Capstone College of Nursing (CCN) will initiate a Clinical Affiliation Agreement (CAA) for all clinical experiences involving direct or indirect patient care by graduate students.
2. Students will not be permitted to start clinical experiences involving direct or indirect patient care until a CAA has been executed.
3. Faculty are responsible for sending written notification to the student that he/she is approved to begin the clinical experience.

Student Progression

Student progression is monitored and evaluated each semester. Please contact the Coordinator of Graduate Student Services for the Graduate Retention and Progression Policy.

Additional Academic Requirements

The MSN will be awarded to the student who has met the following requirements:

- GPA of 3.0 or higher
- Good standing at the time of graduation
- Successful completion of the required coursework

- Participate in virtual orientation and on-campus intensive if required by concentration.

Annual Graduate Student Background Checks and Drug Screening

1. Students accepted to the graduate nursing programs are required to have an annual background screen and drug screen.
2. Students accepted to the graduate nursing programs are required to pass a background screen and have a negative drug screen.
3. The College of Nursing must certify to clinical agencies where students practice that each student has had an acceptable background screen and negative drug screen.
4. The background screen and drug testing screen will be conducted by a qualified agency using established methods and procedures. Confidentiality of the student will be protected. All costs associated with screenings are the responsibility of the student.
5. Initial acceptance to graduate nursing courses will be withdrawn for students who have a positive drug screen.
6. A student who has a positive drug screen while taking graduate nursing courses will follow the CCN Substance Abuse Policy/Drug/Alcohol Testing Policy. Any readmission consideration will be based on the CCN Substance Abuse Policy/Drug/Alcohol Testing Policy.
7. Initial acceptance to graduate nursing courses will be withdrawn for students who have been convicted of or have pending a charge that would not be acceptable for clinical practice.
8. A student whose acceptance to graduate nursing courses is withdrawn or is dismissed from the College of Nursing due to findings from a background screen will be considered for readmission on a case-by-case basis depending upon the situation.

HEALTH, IMMUNIZATION, AND REQUIRED DOCUMENTS FOR GRADUATE STUDENTS: POLICY AND PROCEDURE

Once admitted to a clinical graduate program, new students will receive instructions in their admission packets outlining health requirements and other required documents and verifications. **In addition**, each incoming student must complete a drug and background screening by the Capstone College of Nursing (CCN) specified provider. Those documents will be uploaded by the CCN directly from the website.

Proof of compliance must be submitted before the removal of the initial registration hold and during progression through the program. Failure to comply with updating required documents will result in a registration hold or an administrative block to course access.

Incoming students enrolling in MSN, DNP, and Post-Graduate programs must upload the following into the document management system:

1. Completion of BLS Provider (must be valid and updated prior to expiration as long as you are attending).
2. Completion of the program on OSHA Standards.
3. Advanced Practice Certification (if applicable and must be valid or updated as long as attending).
4. Proof of Health Insurance.
5. Graduate Nursing Student Health & Physical Exam Form signed by a Certified Registered Nurse Practitioner (CRNP), DO, or MD.
6. Initial Graduate Nursing Student TB Test and Immunization Form. New students with a history of TB or a history of a positive TB skin test must submit documentation of a clear chest x-ray

completed within the month immediately prior to document submission.

7. Completion of HIPAA Training in the UA Learning Management System that can be accessed through the MyBama Student Tab.

All graduate students (e.g., MSN, DNP, and Post-Graduate programs) must upload the following into the document management system:

1. Current unencumbered RN licensure for state of legal residence.

Annually, students continuing in the MSN, DNP and Post-Graduate programs must:

1. Complete and upload the Continuing Graduate Nursing Student TB Status Form into the document management system verifying that the student has an up-to-date negative TB skin test.
 - a. Continuing students with a history of a positive TB skin test must submit an annual chest x-ray to document a negative standing or an annual Quantiferon laboratory test. No exceptions will be allowed.
 - b. Continuing students with a newly positive TB skin test must provide documentation of clearance to attend clinical learning experiences by an appropriate practitioner prior to enrolling in any clinical course or attending any clinical site.
2. Upload into the document management system the Continuing Graduate Nursing Student Statement of Health Status Form indicating that no change in health status has occurred. If health status has changed, the student uploads an updated Graduate Student Health & Physical Exam Form signed by CRNP, DO, or MD.
3. No later than October 31st of each year, upload into the document management system the Continuing Graduate Nursing Student Annual Influenza Vaccine Form. Exceptions for allergies only. **This vaccine cannot be declined.**
4. Completion of HIPAA Training in the UA Learning Management System that can be accessed through the MyBama Student Tab.

Annually, all graduate students, EXCEPT EdD and PhD students, must complete a drug and background screening by the CCN specified provider. Those documents will be uploaded by the CCN directly from the provider website.

IMMUNIZATION REQUIREMENTS

Upon admission, students must upload into the document management system proof of immunization or a titer that shows adequate antibody protection as noted on the Initial Graduate Nursing Student TB Test and Immunization Form for the vaccines listed below. Vaccination or titer testing are available at the UA Student Health Center (corner of University Blvd. and 5th Avenue), most County Health Departments in most states, private healthcare provider offices, and clinics such as the University Medical Center. A plan for all injections should be discussed with the healthcare provider. IT IS THE STUDENT'S RESPONSIBILITY TO PLAN A TIME SCHEDULE WITH THE SELECTED HEALTHCARE PROVIDER TO ASSURE THE COMPLETION OF IMMUNIZATIONS TO COINCIDE WITH THE DATES SPECIFIED. Students are responsible for making all arrangements for receipt of and payment for vaccines. Failure to submit documentation of immunization will result in the inability to continue attendance and/or progression courses in the college of nursing.

Hepatitis B Vaccine

Upon admission, students must upload into the document management system proof of immunization for hepatitis B or a hepatitis B titer that shows adequate antibody protection as noted on the Initial Graduate Nursing Student TB Test and Immunization Form. In the event that a titer is performed, or after the first series of immunizations, antibodies are

insufficient to offer immunity a repeat of the complete hepatitis B series is required. Students who have completed the hepatitis B series prior to enrolling in any graduate program must provide documentation to satisfy this requirement. If a student has not already completed the hepatitis B series, adherence to the following information is required. It is highly desirable that the series of 3 injections be completed prior to beginning courses. However, the minimum expectation, and proof of immunization injections for hepatitis B are as follows:

- Injections 1 and 2 – documented on the Graduate Student Health & Physical Exam form.
- Injection 3 – documented either on the Graduate Student Health & Physical Exam form or by official documentation from the healthcare provider who administered the vaccine. This documentation must be uploaded into the document management system by the date specified on the letter. **FAILURE TO SUBMIT DOCUMENTATION OF THE THIRD INJECTION WILL RESULT IN THE INABILITY TO CONTINUE ATTENDANCE AND/OR PROGRESSION COURSES IN THE COLLEGE OF NURSING.**

Tetanus Vaccination

TD/Tdap booster or basic series within the past ten years is required, prior to entering graduate programs.

Influenza Vaccination

An influenza vaccine is required annually no later than October 31st, unless contraindicated by allergy or prior reaction. This must be demonstrated by official documentation by a healthcare provider. Exceptions for allergies only. **This vaccine cannot be declined.**

Measles, Mumps & Rubella (MMR) Vaccine

Upon admission, students must upload into the document management system proof of immunization for MMR or an MMR titer that shows adequate antibody protection as noted on the Immunization Form. However, students can either submit using the form, an official immunization records or other official documentation from their provider.

If a student has not already completed the MMR series or cannot provide history of vaccination documentation to satisfy this requirement, adherence to one of the following is required:

- 2 Vaccinations OR
- Positive antibody titer (lab report required)

If the titer submitted was negative or equivocal, the student will need to receive 1 MMR Booster vaccine (administered after titer).

Varicella (Chicken Pox) Vaccine

Upon admission, students must upload into the document management system proof of immunization for Varicella or a Varicella titer that shows adequate antibody protection as noted on the Immunization Form. However, students can either submit using the form, an official immunization records or other official documentation from their provider.

If a student has not already completed the Varicella series or cannot provide history of vaccination documentation to satisfy this requirement, adherence to one of the following is required:

- 2 Vaccinations OR
- Positive antibody titer (lab report required)

If the titer submitted was negative or equivocal, the student will need to receive 1 Varicella Booster vaccine (administered after titer).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Please contact the Coordinator of Graduate Student Services for assistance with the Leave of Absence process.

Additional Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Master's Entry to the Profession of Nursing, MSN

The Master's Entry to the Profession of Nursing (MEPN)(MSN) degree program is an accelerated program designed to offer individuals who already hold a baccalaureate degree or higher in another field an opportunity to obtain the prelicensure knowledge and skills that will prepare and make them eligible for licensure at a faster rate than the traditional prelicensure programs (e.g., BSN). This program will provide graduates with expanded advanced skills in population health, nursing leadership, health systems policy, healthcare informatics, and evidence-based translational science. Graduates of the MEPN program will effectively serve in both urban and rural communities as entry level nurses.

Admissions

- Applicants to the Master's Entry to the Profession of Nursing (MEPN) program must hold a baccalaureate or higher degree from an accredited college or university. Prior work experience is not required.

We want to engage in efforts to promote holistic admissions. We also want to be mindful of the burden/complexity of the application.

- UA Graduate school options for GPA include: undergraduate GPA of 3.0 overall, 3.0 for the last 60 semester hours in a degree program, OR 3.0 for a completed graduate degree program.
- Prerequisite courses: A minimum of a B is required for each course. These courses must transfer to be equivalent with the following UA courses:
 - Human Anatomy & Physiology with Lab I & II
 - Biology with Lab (or Chemistry with Lab
 - Microbiology with lab
 - Statistics
 - Human Growth and Development
 - Humanities (Ethics preferred)
- Personal statement
- Interview
- Letters of Recommendation

- Two required
- At least one should be a professional reference
- No academic letter required
- Current CV/Resume
- Test of Essential Academic Skills (TEAS) exam

Curricular Requirements

Sample Program of Study		Hours
Semester 1		
NUR 508	Health Assessment	3
NUR 512	Human Pathophysiology	4
NUR 515	Intro to Dosage Calculation	2
NUR 523	Concept Found for Nursing	3
NUR 733	Informatics APN	3
Credit Hours Subtotal:		15
Semester 2		
NUR 534	Fund Prof Nursing	6
NUR 536	Pharm for Nursing Practice	3
NUR 727	Foundations of Implementation	3
Credit Hours Subtotal:		12
Semester 3		
NUR 555	Prof Nurs Pract: Adults	7
NUR 556	Prof Nurs Pract: Mental Health	4
NUR 740	Health Policy & Politics	3
Credit Hours Subtotal:		14
Semester 4		
NUR 558	Prof Nurs Pract: Childbearing	4
NUR 579	Prof Nur Pract: Comm Health	4
NUR 583	Prof Nurs Pract: Children	4
Credit Hours Subtotal:		12
Semester 5		
NUR 584	Prof Nur Pract:Complex Client	4
NUR 600	Trans to Prac Rural Hlth Prec	4
NUR 601	Preparation for Licensure	1
NUR 735	Pop Health APN	3
NUR 737	Interdisc Leader Role Dev	3
Credit Hours Subtotal:		15
Total Hours		68

Transfer Requirements

Graduate School information on Transfer Credit.

Clinical Hours

Clinical hours are completed under the supervision of advanced practice providers specific to each specialty concentration (FNP, PMHNP, ED or NE)

Graduate Student Clinical Placements

1. The Capstone College of Nursing (CCN) will initiate a Clinical Affiliation Agreement (CAA) for all clinical experiences involving direct or indirect patient care by graduate students.
2. Students will not be permitted to start clinical experiences involving direct or indirect patient care until a CAA is fully executed.

3. Faculty are responsible for sending written notification to the student that he/she is approved to begin the clinical experience.

from a background screen will be considered for readmission on a case-by-case basis depending upon the situation.

Thesis (Optional)

A thesis is an original research project conducted by one student and directed by a graduate committee. The student must register for a minimum of six semester hours of thesis credit (NUR599) and successfully complete the thesis to complete the program. An oral public defense of the thesis is required. The thesis must conform to the guidelines of the Graduate School.

Comprehensive Exams

MSN students do not complete comprehensive exams. Students must complete all of their clinical coursework and clinical hours to graduate.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits.

Student Progression Requirement

Student progression is monitored and evaluated each semester.

Additional Academic Requirements

The MSN will be awarded to the student who has met the following requirements:

- GPA of 3.0 or higher
- Good standing at the time of graduation
- Successful completion of the required coursework
- NP Student must participate in orientation and on-campus intensive if required by concentration.

Annual Graduate Student Background Checks and Drug Screening

1. Students accepted to the graduate nursing programs are required to have an annual background screen and drug screen.
2. Students accepted to the graduate nursing programs are required to pass a background screen and have a negative drug screen.
3. The College of Nursing must certify to clinical agencies where students practice that each student has had an acceptable background screen and negative drug screen.
4. The background screen and drug testing screen will be conducted by a qualified agency using established methods and procedures. Confidentiality of the student will be protected. All costs associated with screenings are the responsibility of the student.
5. Initial acceptance to graduate nursing courses will be withdrawn for students who have a positive drug screen.
6. A student who has a positive drug screen while taking graduate nursing courses will follow the CCN Substance Abuse Policy/Drug/Alcohol Testing Policy. Any readmission consideration will be based on the CCN Substance Abuse Policy/Drug/Alcohol Testing Policy.
7. Initial acceptance to graduate nursing courses will be withdrawn for students who have been convicted of or have pending a charge that would not be acceptable for clinical practice.
8. A student whose acceptance to graduate nursing courses is withdrawn or is dismissed from the College of Nursing due to findings

HEALTH, IMMUNIZATION, AND REQUIRED DOCUMENTS FOR GRADUATE STUDENTS: POLICY AND PROCEDURE

Once admitted to a clinical graduate program, new students will receive instructions in their admission packets outlining health requirements and other required documents and verifications. **In addition**, each incoming student must complete a drug and background screening by the Capstone College of Nursing (CCN) specified provider. Those documents will be uploaded by the CCN directly from the website.

Proof of compliance must be submitted before the removal of the initial registration hold and during progression through the program. Failure to comply with updating required documents will result in a registration hold or an administrative block to course access.

Incoming students enrolling in MSN, DNP, and Post-Graduate programs must upload the following into the document management system:

1. Completion of BLS Provider (must be valid and updated prior to expiration as long as you are attending).
2. Completion of the program on OSHA Standards.
3. Advanced Practice Certification (if applicable and must be valid or updated as long as attending).
4. Proof of Health Insurance.
5. Graduate Nursing Student Health & Physical Exam Form signed by a Certified Registered Nurse Practitioner (CRNP), DO, or MD.
6. Initial Graduate Nursing Student TB Test and Immunization Form. New students with a history of TB or a history of a positive TB skin test must submit documentation of a clear chest x-ray completed within the month immediately prior to document submission.
7. Completion of HIPAA Training in the UA Learning Management System that can be accessed through the MyBama Student Tab.

All graduate students (e.g., MSN, DNP, and Post-Graduate programs) must upload the following into the document management system:

1. Current unencumbered RN licensure for state of legal residence.

Annually, students continuing in the MSN, PG, and DNP programs must:

1. Complete and upload the Continuing Graduate Nursing Student TB Status Form into the document management system verifying that the student has an up-to-date negative TB skin test.
 - a. Continuing students with a history of a positive TB skin test must submit an annual chest x-ray to document a negative standing or an annual Quantiferon laboratory test. No exceptions will be allowed.
 - b. Continuing students with a newly positive TB skin test must provide documentation of clearance to attend clinical learning experiences by an appropriate practitioner prior to enrolling in any clinical course or attending any clinical site.
2. Upload into the document management system the Continuing Graduate Nursing Student Statement of Health Status Form indicating that no change in health status has occurred. If health status has changed, the student uploads an updated Graduate Student Health & Physical Exam Form signed by CRNP, DO, or MD.
3. No later than October 31st of each year, upload into the document management system the Continuing Graduate Nursing Student

Annual Influenza Vaccine Form. Exceptions for allergies only. ***This vaccine cannot be declined.***

4. Completion of HIPAA Training in the UA Learning Management System that can be accessed through the MyBama Student Tab.

Annually, all graduate students, EXCEPT EdD and PhD students, must complete a drug and background screening by the CCN specified provider. Those documents will be uploaded by the CCN directly from the provider website.

IMMUNIZATION REQUIREMENTS

Upon admission, students must upload into the document management system proof of immunization or a titer that shows adequate antibody protection as noted on the Initial Graduate Nursing Student TB Test and Immunization Form for the vaccines listed below. Vaccination or titer testing are available at the UA Student Health Center (corner of University Blvd. and 5th Avenue), most County Health Departments in most states, private healthcare provider offices, and clinics such as the University Medical Center. A plan for all injections should be discussed with the healthcare provider. IT IS THE STUDENT'S RESPONSIBILITY TO PLAN A TIME SCHEDULE WITH THE SELECTED HEALTHCARE PROVIDER TO ASSURE THE COMPLETION OF IMMUNIZATIONS TO COINCIDE WITH THE DATES SPECIFIED. Students are responsible for making all arrangements for receipt of and payment for vaccines. Failure to submit documentation of immunization will result in the inability to continue attendance and/or progression courses in the college of nursing.

Hepatitis B Vaccine

Upon admission, students must upload into the document management system proof of immunization for hepatitis B or a hepatitis B titer that shows adequate antibody protection as noted on the Initial Graduate Nursing Student TB Test and Immunization Form. In the event that a titer is performed, or after the first series of immunizations, antibodies are insufficient to offer immunity a repeat of the complete hepatitis B series is required. Students who have completed the hepatitis B series prior to enrolling in any graduate program must provide documentation to satisfy this requirement. If a student has not already completed the hepatitis B series, adherence to the following information is required. It is highly desirable that the series of 3 injections be completed prior to beginning courses. However, the minimum expectation, and proof of immunization injections for hepatitis B are as follows:

- Injections 1 and 2 – documented on the Graduate Student Health & Physical Exam form.
- Injection 3 – documented either on the Graduate Student Health & Physical Exam form or by official documentation from the healthcare provider who administered the vaccine. This documentation must be uploaded into the document management system by the date specified on the letter. FAILURE TO SUBMIT DOCUMENTATION OF THE THIRD INJECTION WILL RESULT IN THE INABILITY TO CONTINUE ATTENDANCE AND/OR PROGRESSION COURSES IN THE COLLEGE OF NURSING.

Tetanus Vaccination

TD/Tdap booster or basic series within the past ten years is required, prior to entering graduate programs.

Influenza Vaccination

An influenza vaccine is required annually no later than October 31st, unless contraindicated by allergy or prior reaction. This must be demonstrated by official documentation by a healthcare provider.

Measles, Mumps & Rubella (MMR) Vaccine

Upon admission, students must upload into the document management system proof of immunization for MMR or an MMR titer that shows adequate antibody protection as noted on the Immunization Form. However, students can either submit using the form, an official immunization records or other official documentation from their provider.

If a student has not already completed the MMR series or cannot provide history of vaccination documentation to satisfy this requirement, adherence to one of the following is required:

- 2 Vaccinations OR
- Positive antibody titer (lab report required)

If the titer submitted was negative or equivocal, the student will need to receive 1 MMR Booster vaccine (administered after titer).

Varicella (Chicken Pox) Vaccine

Upon admission, students must upload into the document management system proof of immunization for Varicella or a Varicella titer that shows adequate antibody protection as noted on the Immunization Form. However, students can either submit using the form, an official immunization records or other official documentation from their provider.

If a student has not already completed the Varicella series or cannot provide history of vaccination documentation to satisfy this requirement, adherence to one of the following is required:

- 2 Vaccinations OR
- Positive antibody titer (lab report required)

If the titer submitted was negative or equivocal, the student will need to receive 1 Varicella Booster vaccine (administered after titer).

Academic Misconduct Information

Graduate School information on Academic Misconduct.

Withdrawals and Leave of Absence Information

Please contact the Coordinator of Graduate Student Services for assistance with the Leave of Absence process.

Additional Graduate School information on Withdrawals and Leave of Absence.

Academic Grievances Information

Graduate School information on Academic Grievances.

Grades and Academic Standing

Graduate School information on Grades and Academic Standing.

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.

Nursing Science, Ph.D.

The Joint Nursing Science Ph.D. program prepares nurse scholars who will advance nursing science by generating new knowledge through Interprofessional research initiatives and to improve the health of rural and medically underserved populations. This program provides students with faculty and educational resources housed on both The University of Alabama in Huntsville (UAH) and The University of Alabama (UA)

campuses. Two pathways to the PhD degree are available, the post-master's to PhD (MSN to PhD) and the post-baccalaureate to PhD (BSN to PhD). All courses are offered in a distance accessible format with one on-campus intensive conference attended each year. The PhD program is offered as both full-time and part-time programs of study.

Entry into the program is available every summer. Students admitted to the program are mentored and taught by faculty from both The University of Alabama Capstone College of Nursing and the University of Alabama in Huntsville College of Nursing.

Admissions

We accept BSN-prepared and MSN-prepared students into the Joint Ph.D. program. Admission requirements are the same except where noted below.

Admission to the Ph.D. program is determined by the Joint Ph.D. Oversight Committee who will assess the entire composite of information gained from a variety of sources. Each applicant must meet the following criteria and/or provide:

Please note: We cannot accept applications from International Students who do not reside within the United States.

- An application to the Joint Ph.D. Graduate Program [Apply online](#)[Opens in a new window.](#)
- Official transcripts from each university or college attended sent to:

UAH Graduate Admissions
 301 Sparkman Drive
 SSB, Suite 222
 Huntsville, AL 35899
- BSN-prepared applicants must have evidence of successful completion of a bachelor of science in nursing degree at an accredited program.
- MSN-prepared applicants must have bachelor of science in nursing degree and a master's degree in nursing or a closely related health field from accredited programs.
- A minimum graduate Grade Point Average (GPA) of 3.0 on a 4.0 scale.
- Resume or curriculum vitae.
- Three (3) letters of reference from professionals or professors who can adequately evaluate the applicant and the applicant's previous work or potential for success. Two of the letters are strongly preferred from nurses with doctoral degrees.
- Scientific Writing Sample — This sample of your written work should demonstrate your intellectual ability (such as logic, critical thinking, analysis, or synthesis) and your technical writing skills (composition, grammar, references, or citations). For example, you could submit an academic paper, essay, published article, or a professional report written by you. If someone other than you contributed to this document (including editing), explain your contribution and the contributions of others.
- Statement of Purpose — In four double-spaced pages respond to the following:
 - Why do you want to pursue a Ph.D. in Nursing Science?
 - What professional goals do you hope to achieve during and beyond your Ph.D. program?
 - Describe prior experiences that have prepared you for doctoral study (e.g. research, presentations, publications, leadership roles in practice, education, or professional organizations).

- What are your research interests?
- How might research in this area advance the science of nursing?
- RN Licensure Requirement —
 - Applicants must have an active, unencumbered license as a Registered Nurse in the United States. Applicants who hold an equivalent certification or licensure outside of the U.S. will be considered on a case-by-case basis.
 - Applicants who are not yet licensed will be considered for conditional admission, but proof of licensure must be submitted prior to completing 12 credit hours of Ph.D. coursework
- Transfer applicants — Evidence of good academic standing at the current institution. Determination of whether or not credits may be transferred will be based on evaluation of comparability of requested transfer course to Ph.D. course and university policy, and is completed after admission.

After the first review of the application and at the request of the Joint Ph.D. Oversight Committee, applicants will be asked to successfully complete personal interviews with Oversight Committee members. Research interests, professional involvement, and motivation for successful completion of doctoral study in the Ph.D. program will be assessed.

Completed applications are reviewed by the Oversight Committee throughout the year for summer enrollment. Applications (transcripts, etc.) must be completed by **April 1** if enrollment in the program is desired for that summer. Applicants must register for courses within one (1) years of acceptance into the Ph.D. program, or the acceptance is void.

Upon admission, you will receive written notification of admission from the Deans of the Joint Ph.D. Program. You will also receive a letter from the graduate advisors at both UA and UAH outlining requirements for entry into the Ph.D. program. Admission is contingent upon providing documentation of a background check and drug screen and results were acceptable to the admission committee.

Students who are enrolled in the Joint Nursing Science Ph.D. program will be divided evenly between UA and UAH for administrative purposes. Applicants who are employees of either UA or UAH will be enrolled in the University of their employment because of the restriction that employee tuition waivers can only be used on the campus of the individual's employment.

The Joint Ph.D. program requires students to visit campus for three days each year program for an intensive experience. **This is a mandatory intensive experience and all students are expected to attend at least two intensives.**

Curricular Requirements

PhD Nursing Science		Hours
BSN to PhD Required Courses		
NUS 741	BSN-PhD Research Seminar I	1
NUS 742	BSN-PhD Research Seminar II	1
NUS 743	BSN-PhD Research Seminar III	1
BSN and MSN to PhD Required Courses		
NUS 750	Philosophy of Science	3
NUS 752	Informatics and Analytics	3
NUS 754	Ethical Con Legal Iss Research	3
NUS 756	Appl of Theoretical Models	3
NUS 758	Quant Resrch Methods & Designs	3
NUS 760	Statistics I	3

NUS 762	HC Policy Rural Undrsvd Popul	3
NUS 764	Scientific Writing	3
NUS 766	Epidemiology	3
NUS 768	Statistics II	3
NUS 770	Grant Writing	3
NUS 772	Qualitative Research Methods	3
NUS 774	Measurement in Research	3
NUS 776	Advanced Research Methods	3
NUS 799	Dissertation Hours	18
Total Hours		63

Students enrolled in the Joint Nursing Science PhD will have the following requirements:

1. Required online orientation that will take place the first week of classes during the first summer semester. This provides an opportunity to meet faculty and access student resources such as library, writing centers and financial aid.
2. Two required residencies to be hosted on alternating campuses. All residencies will be attended by faculty from both campuses.
3. Qualifying Examination. At the end of semester 6, students will be given a take home exam that will evaluate writing and critical thinking skills and to assess synthesis of knowledge of the program's core concepts.
4. Final Dissertation Defense. At the conclusion of the 18 required dissertation hours, students will be required to present the findings and implications of their dissertation.

Transfer Credit

Graduate School information on Transfer Credit (p. 21).

Comprehensive Exams Eligibility

- Completion of Ph.D. coursework with B or higher in all courses

Examination Schedule and Procedures*

- Students will be advised at the residencies and the semester prior to the comprehensive exam about the comprehensive exam procedures and expectations.
- Written portion of the comprehensive exam will be sent to students the first week of May. Students will be given 2 weeks to complete the comprehensive exam. Written exam will be graded and students will be notified of results.
- Written comprehensive exam will consist of three questions with a maximum 21-page limit.
- The comprehensive exam will be graded as pass/fail for UA home students and satisfactory/unsatisfactory for UAH home students.
- Each exam will be graded by two members of the Comprehensive Exam Committee. If the two members disagree, a third member will grade the exam and be the deciding tie breaker.
- An oral portion will be given during the Summer semester to students who did not pass the written exam.
- Students who did not pass the written portion will be given direction on which question or questions to prepare for the oral presentation.
- If a student fails both the oral exam the first time, the student will be given a second chance to take the written comprehensive exam. The

oral portion will not be given a second time. If the student fails the second written exam, that student will be dismissed from the Joint Nursing Science Ph.D. program.

Re-Examination

The procedure for a second written Ph.D. Comprehensive Examination is the same as for the original comprehensive examination. The second examination date is planned to accommodate remediation recommendations. The procedure for administration and evaluation of the second comprehensive examination is the same as with the first attempt. The student who fails the second attempt of the examination is not eligible for progression in the Joint Nursing Science Ph.D. program and may not enroll in future Ph.D. course work in the program.

Notification of Results

Ph.D. Comprehensive Examination results are sent to the gradebook in Canvas. A copy of the results letter is placed in the student's academic file. Notification of individual students' examination performance is sent by the ADGP to the Dean of the Graduate School.

Graduation School information on Comprehensive Exams (p. 21).

Admission to Candidacy Requirements

Upon the successful defense of the dissertation proposal, an application for candidacy is submitted to the Graduate School of the student's home institution. The application for candidacy is initiated by the Coordinator of Graduate Student Services.

Continuous Enrollment Policy

Candidacy is retained by maintaining continuous enrollment in NUS 799 Dissertation Hours each fall and spring semester, up to and including the term in which the dissertation is defended. Failure to enroll continuously in NUS 799 until the Ph.D. degree is awarded terminates candidacy.

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

NUS 799, Dissertation Hours

Students are required to take dissertation credit (NUS 799) to begin the dissertation proposal and continue until graduation. Student and the chair (in consultation with the committee) must decide the number of hours per semester. The number of course hours is related to the objectives/student learning outcomes to be accomplished in a given semester. At the beginning of each semester, student objectives are to be determined. These objectives will be used for determining tasks and deadlines as well as the course grade. Failure to successfully complete the dissertation assignments according to the syllabus will result in a grade of fail/unsatisfactory for the course.

Dissertation Proposal

While registered in NUS 799, students have 12 months to complete the dissertation proposal from the date of the successful completion of the comprehensive exam. If the dissertation proposal is not completed in this time period, the Chair of the Dissertation Committee will meet with the student about her/his progress. The student is then responsible for developing a written plan for completion of the dissertation proposal and submitting this to the dissertation committee for approval within two weeks following the meeting with the Dissertation Committee Chair.

The proposal defense is graded on a Pass, Pass with revisions, or Fail basis by unanimous vote of the dissertation committee members. If revisions are requested in order to determine the status of the proposal, the Chair of the Dissertation Committee, in consultation with committee

members, will monitor the completion of the revisions as requested by the dissertation committee members. After revisions are received, the committee determines whether a student passes with revisions or fails.

For a failure, a second proposal defense will be held within six (6) months from the date of the defense of the first proposal defense, and the Dissertation Committee Chair makes the required notifications about the second proposal defense. The candidate may re-attempt the proposal defense once.

Dissertation Proposal Format

Two formats for the dissertation are acceptable in the Joint Nursing Science Ph.D. Program: 1) a five-chapter dissertation (see page 16 for further description) or 2) a 3-article dissertation (see page 17 for further description, http://services.graduate.ua.edu/etd/article_style.html). Students must choose the format prior to the Dissertation Proposal Defense and the format is defended to and approved by the committee at the Dissertation Proposal Defense.

The student must submit for approval by the Dissertation Committee a written dissertation proposal for the doctoral dissertation research. For both styles of dissertation, the student will complete the dissertation proposal as outlined below.

The dissertation proposal includes:

- Title Page
- Chapter One: Background, Significance and Specific Aims. This section should: (1) provide an introduction, significance, and purpose of the research and the specific aims of the project; (2) state the research questions to be addressed or hypotheses to be tested; and, (3) provide a conceptual/theoretical framework that is clearly described.
- Chapter Two: Review of literature. This section should: (1) provide a review of the literature leading to the research proposal, critically evaluate existing knowledge, and specifically identify the gap(s) which the proposal is intended to address.
- Chapter Three: Research Design and Methods. This section should: (1) describe the research design (design, sample, variables and measures) and the procedures to be used to accomplish the specific aims of the project; identify instruments to be used and describe procedures for addressing the specific aims. (2) include any pilot work or preliminary studies related to the proposal; and (3) include how the data were collected, analyzed, and interpreted.
- References in APA style
- Appendices as needed

With submission of the dissertation proposal, the student also submits the following in writing. These items are discussed and approved during the proposal defense:

- Dissertation Format. Identify the dissertation format. If the 3-article option is chosen, outline the subject of each article (manuscript) and the journal(s) chosen for submission.
- Projected Timeline. Identify a complete timeline for the research study from submission of the IRB application(s) to graduation. Included in this timeline will be how often the student will apprise the committee members of their progress.

Review Appendix E, Dissertation Guidelines carefully for additional assistance.

Process for the Dissertation Proposal Defense

The completed dissertation proposal must be submitted to the dissertation committee. There may be multiple drafts of the proposal necessary to achieve the quality expected to progress to the proposal defense. The student primarily works with the dissertation chair on the chapters that comprise the dissertation proposal. Committee members are consulted as needed and are kept apprised of the progress of the proposal according to the agreed upon timeline. Students may ask for committee members to read sections of the proposal during its development, in order to obtain direction based on the members' areas of expertise. Once the dissertation chair determines student readiness to defend the proposal, and after an agreed upon date among all committee members, a two weeks' notice to the Graduate School is required; see below for school specific paperwork that is required. All dissertation committee members are required to be in attendance. The defense may be scheduled virtually, but video presentation is required.

The proposal defense is a formal meeting in which the student presents the proposed research, and answers questions posed by the dissertation committee members. Areas to be included in the oral presentation will be specified by the student's Dissertation Committee. The dissertation proposal must be defended orally and approved by the Dissertation Committee before submission of the Institutional Review Board application(s), see below.

The approved dissertation proposal serves as a written agreement between the student and the dissertation committee regarding the expectations, limitations, and scope of the dissertation work.

Institutional Review Board

The student must gain Institutional Review Board (IRB) approval at the home institution following successful completion of the dissertation proposal defense and prior to implementation of the dissertation research. In some instances, one or more agencies may also require IRB approval. For more information please contact the UAH IRB chair, Ann L. Bianchi Ph.D., ann.bianchi@uah.edu or the UA Member,

Dissertation

After the completion of work proposed in the dissertation proposal, the student is expected to submit the completed work as a dissertation.

The dissertation is the final milestone to be completed by a doctoral student to fulfill the objectives of the Ph.D. in Nursing Science degree. The goal of the dissertation is to engage the student in the research process. The purpose of the dissertation is to demonstrate the student's development as a scholar through implementation of the research process.

A student successfully completes the dissertation when the dissertation committee members confirm that he or she:

1. Articulates a theoretical framework that extends or advances knowledge and/or contributes to human/reality understanding of the patient care phenomenon selected for study.
2. Conducts an investigation of a research question relating to some aspect of nursing science and patient care.
3. Completes an investigation that lends itself, in part or in whole, to publication in a refereed journal.
4. Writes a scholarly dissertation and defends the dissertation.

Dissertation Format

Doctoral students, in consultation with their committee members, may choose a traditional dissertation format or the manuscript (article style) option format.

Traditional Dissertation Format

The traditional dissertation should be formatted in a standardized way, using APA (7th ed.) as a guideline. Within these three parts, the following are included:

- **Abstract:** An abstract of no more than 350 words (not counting title and author's name), with structure determined by the doctoral dissertation committee).
- **Chapter One: Background, Significance and Specific Aims.** This section should: (1) 17 Date Approved: Fall 2021 provide an introduction, significance, and purpose of the research and the specific aims of the project; (2) state the research questions to be addressed or hypotheses to be tested; and (3) provide a conceptual/theoretical framework that is clearly described.
- **Chapter Two: Review of literature.** This section should: (1) provide a review of the literature leading to the research proposal, critically evaluate existing knowledge, and specifically identify the gap(s) which the proposal is intended to address.
- **Chapter Three: Research Design and Methods.** This section should: (1) describe the research design (design, sample, variables and measures) and the procedures to be used to accomplish the specific aims of the project; (2) include any pilot work or preliminary studies related to the proposal; and (3) include how the data were collected, analyzed, and interpreted.
- **Chapter Four: Results.** Describe in detail the results of the completed data analysis. Include relevant tables and graphs to illustrate findings.
- **Chapter Five: An integrative summary of findings, strengths, limitations and implications for research and practice, and recommendations for future exploration.**

Manuscript (article style) Dissertation Format

The 3-manuscript (article-style) dissertation is formatted, as with traditional dissertations, elements of the preliminary pages, the text, and the reference matter are described.

As with traditional dissertations, the article-style dissertation must be the student's original idea resulting from research conducted while enrolled in the doctoral program. Furthermore, the article-style dissertation must contain three articles of publishable quality centered around a single scholarly focus with a comprehensive review of literature demonstrating an in-depth understanding of the unifying framework and an explanation of the work's originality and significance to the field of nursing.

The main body (text) of the article-style dissertation must include:

- An introductory chapter containing a statement of purpose, background information, a description of the articles, a description of how the articles are related (theoretical/conceptual framework), and an explanation of the unified work's originality and significance to the field of nursing.
- First article
- Second article
- Third article

- A summarizing chapter that reiterates the importance of the unified work's significance to the field of nursing, synthesizes and integrates the major findings, connects study findings to the guiding theoretical/conceptual framework, outlines the implications of the findings, discusses limitations, and provides recommendations for future research.

NOTE: At least one of the three articles must be a data-based report of the dissertation research. A data-based manuscript should include a review of the literature and use an acceptable convention for data-based reports.

The dissertation committee will provide oversight and direction for the focus of non-data-based articles. Some examples of non-data-based manuscripts are concept analysis papers, scoping reviews, systematic reviews, policy papers, clinical guidelines, or a description of a unique research methodology.

Manuscripts/articles in this type of dissertation may be published, in press, or developed but not yet submitted for journal review. The student will be the lead or sole author on each of the three articles. The inclusion of any articles that are previously published or accepted for publication requires permission from the copyright holder. Please note that not all journals will allow copyright release. It is important to discuss any previously published articles with your dissertation chair and committee members early in the dissertation process, to determine if these will be accepted as part of your dissertation. If approved by your chair and committee, it will also be important to check with the journal editor where the article was published before submitting a published manuscript in your dissertation.

Items that may be helpful to students during the dissertation phase of the Ph.D. program.

The first three chapters of the dissertation make up the proposal and are written for the proposal defense, regardless of whether proposing to complete a traditional or a 3-manuscript dissertation. However, it is expected that these three chapters may require revision prior to submission of the final dissertation.

It is important to consult with the committee chair and members throughout the dissertation process for discussion of ideas and for guidance.

Reviewing other dissertation products may be helpful as the plan develops and as the dissertation product(s) are written.

Coursework and textbooks from throughout the program can be useful in writing the chapters or papers comprising the dissertation.

The dissertation process involves independent work and can be a solitary experience. Maintaining regular contact with the committee chair and members and obtaining social support from peers in the program can help you to stay engaged and productively moving forward in the process.

Dissertation Defense: Final Oral Examination

In order to be awarded the Ph.D. degree, each student will successfully complete a final oral examination of the dissertation and submit a final version of the dissertation document, approved by the Dissertation Committee to the home institution Graduate School. The Dissertation Committee serves as the final oral examining committee.

A copy of the dissertation must be submitted to all members of the Committee at least three (3) weeks before the pre-defense meeting. The Committee then meets to decide if the document is acceptable and

defendable. When accepted, the oral final examination is scheduled. Students also are required to submit an email announcement (including dissertation title and brief abstract) to their Dissertation Chair at least three weeks prior to the scheduled defense so that faculty and students can be invited to attend the oral dissertation defense. The defense is open to the public and members of the University community.

The Committee administers the examination. A 30 - 45-minute presentation is given by the student using presentation software. Anyone attending may ask questions. After the public presentation, the audience is dismissed, and the Dissertation Committee may further question the candidate. The success of the oral defense is determined by a vote of the official committee. The decision to award the degree must be unanimous. The Dissertation Committee may request changes to the final written document, and the Dissertation Committee Chair will be responsible for assuring that the student has made the changes before final approval. The Dissertation Committee Chair notifies the ADGP and Graduate School of the student's home campus of the outcome of the oral dissertation defense. The candidate will be informed of the outcome after the oral defense. If necessary, reexamination will be held within six (6) months from the date of the defense of the first examination, and the Dissertation Committee Chair makes the required notifications about the second oral dissertation defense. The candidate may re-attempt the final oral examination once.

Report of Completion of Requirements for Doctoral Degree

An Application for Degree/Graduation must be completed and submitted by the student according to the timeline of the home institution. If students do not meet the requirements, they must reapply for the degree. The dissertation chair will report to the ADGP and the Graduate School of the student's home campus regarding the acceptance of the dissertation. Upon completion of a successful defense, faculty must complete and submit the appropriate forms, signed by all committee members and the ADGP of the student's home university.

Submission of Final Dissertation

UA home students will submit their dissertations electronically according to the instructions at <https://www.etdadmin.com/main/home?siteId=176>.

Graduate School information on Degree Requirements (p. 21).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Student Progress Requirements

Student progression is monitored and evaluated each semester.

Additional Academic Requirements

Each summer, however, is devoted to intensives, a time when students are required to be in residence (physically present) on either The University of Alabama or University of Alabama in Huntsville campus. During this week, students meet with their major advisors and advisory committees, attend scheduled enrichment activities, and interact within and among student cohorts to form important bonds for social support. The schedule for intensives week is developed by the Ph.D. Program Oversight Committee with feedback from students and faculty. The schedule is sent

to students at least 2 months in advance to allow students to make travel plans.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Leave of Absence Policy

Under compelling circumstances beyond the student's control, a graduate student may request that the department petition the Graduate School with the rationale for granting a leave of absence. If granted by the Graduate School, a leave of absence will cover one or more upcoming semesters rather than any prior semester(s). A leave of absence is not a method of avoiding continuous registration requirements, and it does not lengthen the time limit for degree completion. When a student returns from a leave of absence, the Graduate School must be notified and will work with the department and student to determine the number of semesters remaining on the time limit and the degree requirements that remain.

Process for Requesting a Leave of Absence

- The student contacts the academic advisor at his/her home campus to request a leave of absence (LOA).
- The academic advisor discusses the LOA policy, time limits, and revised POS.
- The academic advisor informs the Ph.D. Coordinator or Associate Dean at home campus and joint campus.
- The academic advisor sends the LOA form to the student.
- The student returns the completed and signed form to the academic advisor, who forwards it to the Graduate school for a decision.
- Once a decision is received from the Graduate School, the academic advisor at the home campus informs the student, the advisor at the other campus and the coordinators of the decision and updates information in the database or tracking system.

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Nursing, MSN

Since its inception, the graduate program has sought out excellent nurses in pursuit of advanced nursing education. Baccalaureate-prepared nurses have the option of multiple concentrations in the Master's of Science in Nursing (MSN) program: Nurse Executive, Nurse Educator,

Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, and Dual Psychiatric Mental Health and Family Nurse Practitioner.

In addition, there is a postgraduate certificate program with Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner options. For the registered nurse (RN) who holds an associate degree in nursing and meets the required admission criteria, we offer an RN to BSN program with a pathway to the MSN program.

Admissions

Admission requirements are consistent with those of the Graduate School. Applicants for the MSN Program will be considered on a competitive basis. Nurses who are interested in the MSN are encouraged to contact the Director of Graduate Student Services.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Baccalaureate degree in nursing from a school of nursing that is both regionally and CCNE or CNEA accredited.
- Current unencumbered RN licensure in the United States.
- Final admission is contingent upon drug and background screen results that are deemed acceptable by appropriate University officials.

See the Admission Criteria section of this catalog for more information.

Master's of Science in Nursing Program: Nurse Practitioner Concentrations

NOTE: Click Here to view the states from which the College of Nursing currently accepts applications for admission.

The Capstone College of Nursing (CCN) offers the online Master of Science in Nursing (MSN) degree with specialization in the Dual Nurse Practitioner (NP) Concentration in Psychiatric Mental Health and Family Nurse Practitioner. This dual NP concentration prepares students to sit for both the Psychiatric-Mental Health Nurse Practitioner (PMHNP) – across the lifespan and the Family Nurse Practitioner (FNP) national board certification exams. Single-role concentrations in these NP specialties are also offered. The FNP concentration prepares students for certification as an FNP, and the PMHNP concentration prepares students for certification as a PMHNP – across the lifespan. Students complete coursework online, attend a virtual orientation, and a clinical intensive before beginning clinical. Students are expected to secure their clinical sites and preceptors to complete their clinical courses. Once identified, CCN will assist students in securing a Clinical Affiliation Agreement (legal contract) with the clinical site.

Curricular Requirements

MSN Program: Family Nurse Practitioner

FNP Course List		Hours
MSN Core Courses		
NUR 735	Pop Health APN	3
NUR 727	Foundations of Implementation	3
NUR 733	Informatics APN	3
NUR 737	Interdisc Leader Role Dev	3
NUR 740	Health Policy & Politics	3
Credit Hours Subtotal:		15
Concentration Courses		
NUR 505	Advanced Health Assessment	3

NUR 521	Advanced Pharmacology	3
NUR 529	Advanced Pathophysiology	3
NUR 567	FNP Role & Issues	3
NUR 568	Clinical Readiness *	3
NUR 569	Family Nurse Practitioner I	3
NUR 570	FNP Clinical I (180 Clinical Hours)	3
NUR 571	Family Nurse Practitioner II	3
NUR 572	FNP Clinical II (180 Clinical Hours)	3
NUR 573	Family Nurse Practitioner III	3
NUR 574	FNP Clinical III (180 Clinical Hours)	3
NUR 575	FNP IV Review and Clinical (240 Clinical Hours) **	5
Credit Hours Subtotal:		38
Total Hours		53

Footnotes

* Mandatory campus visit for Skills Day during this course.

** Mandatory campus visit to take a comprehensive exam.

Dual Psychiatric Mental Health and Family Nurse Practitioner

Dual Psychiatric Mental Health and Family Nurse Practitioner Course List		Hours
MSN Core Courses		
NUR 727	Foundations of Implementation	3
NUR 733	Informatics APN	3
NUR 735	Pop Health APN	3
NUR 737	Interdisc Leader Role Dev	3
NUR 740	Health Policy & Politics	3
Credit Hours Subtotal:		15

Concentration Courses		
NUR 505	Advanced Health Assessment	3
NUR 521	Advanced Pharmacology	3
NUR 529	Advanced Pathophysiology	3
NUR 567	FNP Role & Issues	3
NUR 568	Clinical Readiness *	3
NUR 569	Family Nurse Practitioner I	3
NUR 570	FNP Clinical I (180 Clinical Hours)	3
NUR 571	Family Nurse Practitioner II	3
NUR 572	FNP Clinical II	3
NUR 573	Family Nurse Practitioner III	3
NUR 574	FNP Clinical III	3
NUR 575	FNP IV Review and Clinical (240 Clinical Hours) **	5
NUR 591	Leadership & Advocacy in PMHNP	3
NUR 592	PMH Vuln & Spec (240 Clinical Hours) **	5
NUR 593	PMH Child	3
NUR 594	PMH Clinical Child (180 Clinical Hours)	3
NUR 595	PMH Adult	3
NUR 596	PMH Clinical Adult (180 Clinical Hours)	3
NUR 597	PMH Across	3
NUR 598	PMH Clinical Across (180 Clinical Hours)	3
Credit Hours Subtotal:		64
Total Hours		79

Psychiatric Mental Health Nurse Practitioner

Sample Program of Study		Hours
MSN Courses		
NUR 727	Foundations of Implementation	3
NUR 733	Informatics APN	3
NUR 735	Pop Health APN	3
NUR 737	Interdisc Leader Role Dev	3
NUR 740	Health Policy & Politics	3
Credit Hours Subtotal:		15
Concentration Courses		
NUR 505	Advanced Health Assessment	3
NUR 521	Advanced Pharmacology	3
NUR 529	Advanced Pathophysiology	3
NUR 568	Clinical Readiness *	3
NUR 591	Leadership & Advocacy in PMHNP	3
NUR 592	PMH Vuln & Spec (240 Clinical Hours)	5
NUR 593	PMH Child	3
NUR 594	PMH Clinical Child (180 Clinical Hours)	3
NUR 595	PMH Adult	3
NUR 596	PMH Clinical Adult (180 Clinical Hours)	3
NUR 597	PMH Across	3
NUR 598	PMH Clinical Across (180 Clinical Hours) **	3
Credit Hours Subtotal:		38
Total Hours		53

Footnotes

* Mandatory campus visit for skills day during this course.

** Mandatory campus visit for comprehensive exam during this course.

Master's of Science in Nursing Program: Nurse Educator Concentration

NOTE: Click Here [to view the states from which the College of Nursing currently accepts applications for admission.](#)

The Master's of Science in Nursing with Nurse Educator concentration (MSN-ED) prepares bachelors prepared nurses with a passion for teaching to prepare and develop new nurses. Nurse educators have the flexibility to adapt curriculum and teaching methods in response to innovation in nursing science and ongoing changes in the practice environment. Given the increasing shortage of nurse faculty, there is a demand for individuals needed to teach in schools of nursing, hospitals, public health agencies, and other settings.

Curricular Requirements

Nurse Educator Course List		Hours
MSN Core Courses		
NUR 735	Pop Health APN	3
NUR 727	Foundations of Implementation	3
NUR 733	Informatics APN	3
NUR 737	Interdisc Leader Role Dev	3
NUR 740	Health Policy & Politics	3
Credit Hours Subtotal:		15
Concentration Courses		
NUR 506	Advanced Clinical Foundations	3
NUR 531	Nsg Fac Roles and Resp	3

NUR 576	Teaching & Learning Strategies	3
NUR 577	Academic Immersion (180 Clinical Hours)	4
NUR 578	Clinical Immersion (180 Clinical Hours)	4
NUR 620	Curriculum Theory & Practice	3
Credit Hours Subtotal:		20
Total Hours		35

Master's of Science in Nursing: Nurse Executive

Click here [to view the states from which the Capstone College of Nursing currently accepts applications for admission.](#)

The Capstone College of Nursing (CCN) offers the distance-based Master of Science in Nursing (MSN) with all courses offered online. The Nurse Executive (NE) program incorporates the AACN MSN Essentials and the AONE Nurse Executive Competencies to provide a comprehensive educational experience for the student.

Nurse Executives are licensed Registered Nurses (RNs) who have formal administrative and managerial positions within health care organizations. They oversee day-to-day and long-term operations for the provision of nursing care. These responsibilities may include managing budgets and human resources, coordinating the distribution of material assets, managing and developing strategic plans, and providing professional leadership. Nursing administration (NE) and management covers a diverse field of formal leadership from those who supervise individual units within a medical facility as front-line managers to higher-level nurse Executives and executives who oversee nursing operations for an entire hospital or healthcare organization.

Front-line nurse managers typically hold a bachelor's degree in addition to an RN license. A Master of Science in Nursing (MSN) program and/or programs in business and healthcare administration may be necessary for career advancement in nursing management. The NE program uniquely prepares future nurse executives for the challenges of providing cost-effective high-quality patient care outcomes in a chaotic health care environment.

The MSN program of study for NE is offered as both full-time and part-time programs of study, with the part-time program being more suitable for working professionals. The NE program has a significant clinical/ executive component to support learning objectives. Overall, the program focuses on navigating the complexities of the American healthcare system, the challenges of personnel management, quality improvement, budgeting, and other resources in healthcare organizations, as well as professional political advocacy for nursing and quality patient care.

Note: This program requires a **clinical/administration immersion** component, and it is the student's responsibility to identify a site with an appropriate clinical facilitator. Prior to the clinical/ administrative immersion, the student will start the process of obtaining a CCN Letter of Agreement (LOA) or a Clinical Affiliation Contract with the agency. **No clinical practice will take place until the student has been notified by CCN of approval.**

Curricular Requirements

The MSN program with a Nurse Executive concentration can be completed in one-two years.

Curricular Requirements

Nurse Executive Course List		Hours
MSN Core Courses		
NUR 727	Foundations of Implementation	3
NUR 733	Informatics APN	3
NUR 735	Pop Health APN	3
NUR 737	Interdisc Leader Role Dev	3
NUR 740	Health Policy & Politics	3
Credit Hours Subtotal:		15
Concentration Courses		
NUR 506	Advanced Clinical Foundations	3
NUR 549	Roles&Leadership Nursing Admin	3
NUR 550	Roles&Lead Nur Admin Practicum	3
NUR 551	US Healthcare Quality & Safety	3
NUR 552	US Health Care Qual&Safe Pract	3
NUR 553	Adv Fin & Strategic Plan in HC	3
NUR 554	Adv Fin&Strat Plan in HC Pract	3
Credit Hours Subtotal:		21
Total Hours		36

Transfer Requirements

Graduate School information on Transfer Credit. (p. 15)

Clinical Hours

Clinical hours are completed under the supervision of advanced practice providers specific to each specialty concentration (FNP, PMHNP, ED or NE)

Graduate Student Clinical Placements

1. The Capstone College of Nursing (CCN) will initiate a Clinical Affiliation Agreement (CAA) for all clinical experiences involving direct or indirect patient care by graduate students.
2. Students will not be permitted to start clinical experiences involving direct or indirect patient care until a CAA is fully executed.
3. Faculty are responsible for sending written notification to the student that he/she is approved to begin the clinical experience.

Thesis (Optional)

A thesis is an original research project conducted by one student and directed by a graduate committee. The student must register for a minimum of six semester hours of thesis credit and successfully complete the thesis to complete the program. An oral public defense of the thesis is required. The thesis must conform to the guidelines of the Graduate School.

Comprehensive Exams

MSN students do not complete comprehensive exams. Students must complete all of their clinical coursework and clinical hours to graduate.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progression Requirement

Student progression is monitored and evaluated each semester.

Additional Academic Requirements

The MSN will be awarded to the student who has met the following requirements:

- GPA of 3.0 or higher
- Good standing at the time of graduation
- Successful completion of the required coursework
- NP Student must participate in orientation and on-campus intensive if required by concentration.

Annual Graduate Student Background Checks and Drug Screening

1. Students accepted to the graduate nursing programs are required to have an annual background screen and drug screen.
2. Students accepted to the graduate nursing programs are required to pass a background screen and have a negative drug screen.
3. The College of Nursing must certify to clinical agencies where students practice that each student has had an acceptable background screen and negative drug screen.
4. The background screen and drug testing screen will be conducted by a qualified agency using established methods and procedures. Confidentiality of the student will be protected. All costs associated with screenings are the responsibility of the student.
5. Initial acceptance to graduate nursing courses will be withdrawn for students who have a positive drug screen.
6. A student who has a positive drug screen while taking graduate nursing courses will follow the CCN Substance Abuse Policy/Drug/Alcohol Testing Policy. Any readmission consideration will be based on the CCN Substance Abuse Policy/Drug/Alcohol Testing Policy.
7. Initial acceptance to graduate nursing courses will be withdrawn for students who have been convicted of or have pending a charge that would not be acceptable for clinical practice.
8. A student whose acceptance to graduate nursing courses is withdrawn or is dismissed from the College of Nursing due to findings from a background screen will be considered for readmission on a case-by-case basis depending upon the situation.

HEALTH, IMMUNIZATION, AND REQUIRED DOCUMENTS FOR GRADUATE STUDENTS: POLICY AND PROCEDURE

Once admitted to a clinical graduate program, new students will receive instructions in their admission packets outlining health requirements and other required documents and verifications. **In addition**, each incoming student must complete a drug and background screening by the Capstone College of Nursing (CCN) specified provider. Those documents will be uploaded by the CCN directly from the website.

Proof of compliance must be submitted before the removal of the initial registration hold and during progression through the program. Failure to comply with updating required documents will result in a registration hold or an administrative block to course access.

Incoming students enrolling in MSN, DNP, and Post-Graduate programs must upload the following into the document management system:

1. Completion of BLS Provider (must be valid and updated prior to expiration as long as you are attending).
2. Completion of the program on OSHA Standards.
3. Advanced Practice Certification (if applicable and must be valid or updated as long as attending).
4. Proof of Health Insurance.
5. Graduate Nursing Student Health & Physical Exam Form signed by a Certified Registered Nurse Practitioner (CRNP), DO, or MD.
6. Initial Graduate Nursing Student TB Test and Immunization Form. New students with a history of TB or a history of a positive TB skin test must submit documentation of a clear chest x-ray completed within the month immediately prior to document submission.
7. Completion of HIPAA Training in the UA Learning Management System that can be accessed through the MyBama Student Tab.

All graduate students (e.g., MSN, DNP, and Post-Graduate programs) must upload the following into the document management system:

1. Current unencumbered RN licensure for state of legal residence.

Annually, students continuing in the MSN, PG, and DNP programs must:

1. Complete and upload the Continuing Graduate Nursing Student TB Status Form into the document management system verifying that the student has an up-to-date negative TB skin test.
 - a. Continuing students with a history of a positive TB skin test must submit an annual chest x-ray to document a negative standing or an annual Quantiferon laboratory test. No exceptions will be allowed.
 - b. Continuing students with a newly positive TB skin test must provide documentation of clearance to attend clinical learning experiences by an appropriate practitioner prior to enrolling in any clinical course or attending any clinical site.
2. Upload into the document management system the Continuing Graduate Nursing Student Statement of Health Status Form indicating that no change in health status has occurred. If health status has changed, the student uploads an updated Graduate Student Health & Physical Exam Form signed by CRNP, DO, or MD.
3. No later than October 31st of each year, upload into the document management system the Continuing Graduate Nursing Student Annual Influenza Vaccine Form. Exceptions for allergies only. **This vaccine cannot be declined.**
4. Completion of HIPAA Training in the UA Learning Management System that can be accessed through the MyBama Student Tab.

Annually, all graduate students, EXCEPT EdD and PhD students, must complete a drug and background screening by the CCN specified provider. Those documents will be uploaded by the CCN directly from the provider website.

IMMUNIZATION REQUIREMENTS

Upon admission, students must upload into the document management system proof of immunization or a titer that shows adequate antibody protection as noted on the Initial Graduate Nursing Student TB Test and Immunization Form for the vaccines listed below. Vaccination or titer testing are available at the UA Student Health Center (corner of University Blvd. and 5th Avenue), most County Health Departments in most states, private healthcare provider offices, and clinics such as the University Medical Center. A plan for all injections should be discussed with the healthcare provider. IT IS THE STUDENT'S RESPONSIBILITY TO PLAN A TIME SCHEDULE WITH THE SELECTED HEALTHCARE PROVIDER TO ASSURE THE COMPLETION OF IMMUNIZATIONS TO COINCIDE WITH THE

DATES SPECIFIED. Students are responsible for making all arrangements for receipt of and payment for vaccines. Failure to submit documentation of immunization will result in the inability to continue attendance and/or progression courses in the college of nursing.

Hepatitis B Vaccine

Upon admission, students must upload into the document management system proof of immunization for hepatitis B or a hepatitis B titer that shows adequate antibody protection as noted on the Initial Graduate Nursing Student TB Test and Immunization Form. In the event that a titer is performed, or after the first series of immunizations, antibodies are insufficient to offer immunity a repeat of the complete hepatitis B series is required. Students who have completed the hepatitis B series prior to enrolling in any graduate program must provide documentation to satisfy this requirement. If a student has not already completed the hepatitis B series, adherence to the following information is required. It is highly desirable that the series of 3 injections be completed prior to beginning courses. However, the minimum expectation, and proof of immunization injections for hepatitis B are as follows:

- Injections 1 and 2 – documented on the Graduate Student Health & Physical Exam form.
- Injection 3 – documented either on the Graduate Student Health & Physical Exam form or by official documentation from the healthcare provider who administered the vaccine. This documentation must be uploaded into the document management system by the date specified on the letter. **FAILURE TO SUBMIT DOCUMENTATION OF THE THIRD INJECTION WILL RESULT IN THE INABILITY TO CONTINUE ATTENDANCE AND/OR PROGRESSION COURSES IN THE COLLEGE OF NURSING.**

Tetanus Vaccination

TD/Tdap booster or basic series within the past ten years is required, prior to entering graduate programs.

Influenza Vaccination

An influenza vaccine is required annually no later than October 31st, unless contraindicated by allergy or prior reaction. This must be demonstrated by official documentation by a healthcare provider.

Measles, Mumps & Rubella (MMR) Vaccine

Upon admission, students must upload into the document management system proof of immunization for MMR or an MMR titer that shows adequate antibody protection as noted on the Immunization Form. However, students can either submit using the form, an official immunization records or other official documentation from their provider.

If a student has not already completed the MMR series or cannot provide history of vaccination documentation to satisfy this requirement, adherence to one of the following is required:

- 2 Vaccinations OR
- Positive antibody titer (lab report required)

If the titer submitted was negative or equivocal, the student will need to receive 1 MMR Booster vaccine (administered after titer).

Varicella (Chicken Pox) Vaccine

Upon admission, students must upload into the document management system proof of immunization for Varicella or a Varicella titer that shows adequate antibody protection as noted on the Immunization Form. However, students can either submit using the form, an official immunization records or other official documentation from their provider.

If a student has not already completed the Varicella series or cannot provide history of vaccination documentation to satisfy this requirement, adherence to one of the following is required:

- 2 Vaccinations OR
- Positive antibody titer (lab report required)

If the titer submitted was negative or equivocal, the student will need to receive 1 Varicella Booster vaccine (administered after titer).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Please contact the Coordinator of Graduate Student Services for assistance with the Leave of Absence process.

Additional Graduate School information on Withdrawals and Leave of Absence. (p. 244)

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 15).

RN/BSN Pathway to MSN (Phase Two)

Nurse Executive		Hours
Summer 2		
NUR 733	Informatics for Advanced Practice Nursing	3
NUR 735	Population Health in Advanced Practice Nursing	3
Credit Hours Subtotal:		6
Fall 2		
NUR 549	Roles & Leadership in Nursing Administration	3
NUR 550	Roles & Leadership in Nursing Administration Practicum (180 clinical hours) ¹	3
Credit Hours Subtotal:		6
Spring 2		
NUR 551	US Healthcare Systems and Quality & Safety	3
NUR 552	US Health Care Systems and Quality & Safety Practicum (180 clinical hours) ¹	3
NUR 599	Master's Thesis (Optional)	3
Credit Hours Subtotal:		9
Summer 3		
NUR 553	Advanced Financing and Strategic Planning in Health Care	3
NUR 554	Advanced Financing and Strategic Planning in Health Care Practicum (180 clinical hours) ¹	3
NUR 599	Master's Thesis (Optional)	3
Credit Hours Subtotal:		9

Complete MSN requirements; MSN degree awarded

Total Hours 30

Footnotes

- ¹ These courses require a field placement component and it is the student's responsibility to secure a site for the field placement.

Nurse Educator		Hours
Fall 3		
NUR 577	Academic Immersion	4
NUR 620	Curriculum Theory & Practice	3
Credit Hours Subtotal:		7
Spring 3		
NUR 578	Clinical Immersion	4
Credit Hours Subtotal:		4
Complete MSN requirements; MSN degree awarded		
Total Hours		11

Psychiatric Mental Health Nurse Practitioner Certificate

Click Here to view the states from which the College of Nursing currently accepts applications for admission.

The nurse practitioner (NP) Post-graduate Certificate program builds on the graduate level nursing competencies and knowledge base. Nurses who are already prepared at either the master's or doctorate level for other roles may apply for the post-graduate certificate program with advanced specialization as a Psychiatric Mental Health Nurse Practitioner (PMHNP). The PMHNP concentration prepares students for certification as a PMHNP across the lifespan. Students in the Post-graduate Certificate program will enroll in existing PMHNP population-focused courses, but they will not be required to complete master's graduate nursing core courses.

Admissions

Applicants for the nurse practitioner postgraduate certificate will be considered on a competitive basis. Nurses who are interested in the nurse practitioner postgraduate certificate are encouraged to contact the Capstone College of Nursing (CCN) Coordinator of Graduate Student Services.

Click Here to view the states from which the College of Nursing currently accepts applications for admission.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must:

- Have a Baccalaureate degree in nursing from a school of nursing that is both regionally, and CCNE or CNEA accredited.
- Reside and hold a current unencumbered RN licensure in an approved state.

Final admission is contingent upon drug and background screen results that are deemed acceptable by appropriate University officials.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Post-graduate Certificate: Psychiatric Mental Health Nurse Practitioner

Sample Program of Study		Hours
Semester 1		
NUR 568	Clinical Readiness	3
NUR 591	Leadership & Advocacy in PMHNP	3
Credit Hours Subtotal:		6
Semester 2		
NUR 595	PMH Adult	3
NUR 596	PMH Clinical Adult (180 Clinical Hours)	3
Credit Hours Subtotal:		6
Semester 3		
NUR 593	PMH Child	3
NUR 594	PMH Clinical Child (180 Clinical Hours)	3
Credit Hours Subtotal:		6
Semester 4		
NUR 597	PMH Across	3
NUR 598	PMH Clinical Across (180 Clinical Hours)	3
Credit Hours Subtotal:		6
Semester 5		
NUR 592	PMH Vuln & Spec (240 Clinical Hours)	5
Credit Hours Subtotal:		5
Total Hours		29

The student's transcripts will be assessed for the following courses. Courses must be completed within the last 5 years. In the absence of transcript credit, the courses must be completed. If the courses are outside of the 5 years, then the student will be required to take NUR 506 Advanced Clinical Foundations.

Code and Title	Hours
NUR 505 Advanced Health Assessment	3
NUR 521 Advanced Pharmacology	3
NUR 529 Advanced Pathophysiology	3

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Clinical Hours

Clinical hours are completed under the supervision of advanced practice providers specific to each specialty concentration (FNP, PMHNP, ED, or NE)

Graduate Student Clinical Placements

1. The Capstone College of Nursing (CCN) will initiate a Clinical Affiliation Agreement (CAA) for all clinical experiences involving direct or indirect patient care by graduate students.
2. Students will not be permitted to start clinical experiences involving direct or indirect patient care until a CAA has been executed.
3. Faculty are responsible for sending written notification to the student that he/she is approved to begin the clinical experience.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progression

Student progression is monitored and evaluated each semester.

Additional Academic Requirements

The MSN will be awarded to the student who has met the following requirements:

- GPA of 3.0 or higher
- Good standing at the time of graduation
- Successful completion of the required coursework
- Participate in a virtual orientation and on-campus clinical intensive if required by concentration.

Annual Graduate Student Background Checks and Drug Screening

1. Students accepted to the graduate nursing programs are required to have an annual background screen and drug screen.
2. Students accepted to the graduate nursing programs are required to pass a background screen and have a negative drug screen.
3. The College of Nursing must certify to clinical agencies where students practice that each student has had an acceptable background screen and negative drug screen.
4. The background screen and drug testing screen will be conducted by a qualified agency using established methods and procedures. Confidentiality of the student will be protected. All costs associated with screenings are the responsibility of the student.
5. Initial acceptance to graduate nursing courses will be withdrawn for students who have a positive drug screen.
6. A student who has a positive drug screen while taking graduate nursing courses will follow the CCN Substance Abuse Policy/Drug/Alcohol Testing Policy. Any readmission consideration will be based on the CCN Substance Abuse Policy/Drug/Alcohol Testing Policy.
7. Initial acceptance to graduate nursing courses will be withdrawn for students who have been convicted of or have pending a charge that would not be acceptable for clinical practice.
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HEALTH, IMMUNIZATION, AND REQUIRED DOCUMENTS FOR GRADUATE STUDENTS: POLICY AND PROCEDURE

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Proof of compliance must be submitted before the removal of the initial registration hold and during progression through the program. Failure to comply with updating required documents will result in a registration hold or an administrative block to course access.

Incoming students enrolling in MSN, DNP, and Post-Graduate programs must upload the following into the document management system:

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2. Completion of the program on OSHA Standards.
3. Advanced Practice Certification (if applicable and must be valid or updated as long as attending).
4. Proof of Health Insurance.
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7. Completion of HIPAA Training in the UA Learning Management System that can be accessed through the MyBama Student Tab.

All graduate students (e.g., MSN, DNP, and Post-Graduate programs) must upload the following into the document management system:

1. Current unencumbered RN licensure for state of legal residence.

Annually, students continuing in the MSN, DNP and Post-Graduate Certificate programs must:

1. Complete and upload the Continuing Graduate Nursing Student TB Status Form into the document management system verifying that the student has an up-to-date negative TB skin test.
 - a. Continuing students with a history of a positive TB skin test must submit an annual chest x-ray to document a negative standing or an annual Quantiferon laboratory test. No exceptions will be allowed.
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Upon admission, students must upload into the document management system proof of immunization or a titer that shows adequate antibody protection as noted on the Initial Graduate Nursing Student TB Test and Immunization Form for the vaccines listed below. Vaccination or titer testing are available at the UA Student Health Center (corner of University Blvd. and 5th Avenue), most County Health Departments in most states, private healthcare provider offices, and clinics such as the University Medical Center. A plan for all injections should be discussed with the healthcare provider. IT IS THE STUDENT'S RESPONSIBILITY TO PLAN A TIME SCHEDULE WITH THE SELECTED HEALTHCARE PROVIDER TO

ASSURE THE COMPLETION OF IMMUNIZATIONS TO COINCIDE WITH THE DATES SPECIFIED. Students are responsible for making all arrangements for receipt of and payment for vaccines. Failure to submit documentation of immunization will result in the inability to continue attendance and/or progression courses in the college of nursing.

Hepatitis B Vaccine

Upon admission, students must upload into the document management system proof of immunization for hepatitis B or a hepatitis B titer that shows adequate antibody protection as noted on the Initial Graduate Nursing Student TB Test and Immunization Form. In the event that a titer is performed, or after the first series of immunizations, antibodies are insufficient to offer immunity a repeat of the complete hepatitis B series is required. Students who have completed the hepatitis B series prior to enrolling in any graduate program must provide documentation to satisfy this requirement. If a student has not already completed the hepatitis B series, adherence to the following information is required. It is highly desirable that the series of 3 injections be completed prior to beginning courses. However, the minimum expectation, and proof of immunization injections for hepatitis B are as follows:

- Injections 1 and 2 – documented on the Graduate Student Health & Physical Exam form.
- Injection 3 – documented either on the Graduate Student Health & Physical Exam form or by official documentation from the healthcare provider who administered the vaccine. This documentation must be uploaded into the document management system by the date specified on the letter. **FAILURE TO SUBMIT DOCUMENTATION OF THE THIRD INJECTION WILL RESULT IN THE INABILITY TO CONTINUE ATTENDANCE AND/OR PROGRESSION COURSES IN THE COLLEGE OF NURSING.**

Tetanus Vaccination

TD/Tdap booster or basic series within the past ten years is required, prior to entering graduate programs.

Influenza Vaccination

An influenza vaccine is required annually no later than October 31st, unless contraindicated by allergy or prior reaction. This must be demonstrated by official documentation by a healthcare provider. Exceptions for allergies only. **This vaccine cannot be declined.**

Measles, Mumps & Rubella (MMR) Vaccine

Upon admission, students must upload into the document management system proof of immunization for MMR or an MMR titer that shows adequate antibody protection as noted on the Immunization Form. However, students can either submit using the form, an official immunization records or other official documentation from their provider.

If a student has not already completed the MMR series or cannot provide history of vaccination documentation to satisfy this requirement, adherence to one of the following is required:

- 2 Vaccinations OR
- Positive antibody titer (lab report required)

If the titer submitted was negative or equivocal, the student will need to receive 1 MMR Booster vaccine (administered after titer).

Varicella (Chicken Pox) Vaccine

Upon admission, students must upload into the document management system proof of immunization for Varicella or a Varicella titer that shows adequate antibody protection as noted on the Immunization

Form. However, students can either submit using the form, an official immunization records or other official documentation from their provider.

If a student has not already completed the Varicella series or cannot provide history of vaccination documentation to satisfy this requirement, adherence to one of the following is required:

- 2 Vaccinations OR
- Positive antibody titer (lab report required)

If the titer submitted was negative or equivocal, the student will need to receive 1 Varicella Booster vaccine (administered after titer).

Academic Misconduct Information

Graduate School information on Academic Misconduct. (p. 7)

Withdrawals and Leave of Absence Information

Please contact the Coordinator of Graduate Student Services for assistance with the Leave of Absence process.

Additional Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

School of Social Work

Degree Programs

Social Work, MSW (p. 789)

The School of Social Work offers a Master of Social Work and two coordinated degree programs. The MSW/MPH is offered in coordination with UAB Public Health. The MSW/JD is offered in coordination with The University of Alabama Law School. More information can be found at the Social Work, MSW page (link above).

Social Work, PhD (p. 794)

The PhD program may be pursued concurrently with the MSW program.

Social Work, DSW (p. 782)

The School of Social Work offers a Doctor of Social Work program.

Students will have an opportunity to apply for practicum in the MSW Program. We place students using a holistic perspective. Not only do we consider input from students, but we also consult with faculty, advisors, and the Experiential Programs Committee.

Most students have many questions about practicum. The Office of Experiential Programs is always available to answer questions you may have. If there is anything that is unclear or if you have specific questions regarding your situation, do not hesitate to contact them.

Additional Available Practicum Placement Opportunities:

- Washington, D.C Program
- International Practicum Placement Program

Courses are subject to modification without advance notice.

Admission to 500-level courses is limited to graduate social work students only, unless consent of the instructor and the assistant dean is obtained. See the School of Social Work Master's Degree Program Student Handbook for additional course eligibility requirements.

SW500 Social Welfare Policy

Hours 3

Overview of the evolution of social welfare policies and services, and of how social problems affect societal groups. Includes examination of the tools and approaches that social workers might use in analysis and policy formulation.

SW501 Social Welfare Advanced Policy Analysis

Hours 3

The focus of this course is on social welfare policy analysis with particular emphasis on the influence of economic and political issues. This course emphasizes comparative research at both state and national levels.

Prerequisite(s): SW 500, SW 510, SW 511, SW 534, SW 540, SW 541, SW 542, SW 570 -OR- Set 2 (Advanced) SW 570, SW 577, SW 578, SW 579

[View All Courses](#)

Social Work, D.S.W.

Mission Statement of the DSW Program

The DSW Program at The University of Alabama is designed to increase specialization, independence, and leadership of social workers across systems and agencies in underserved communities. The program prepares advanced practitioners to lead efforts in promoting social and economic justice through service, advocacy, teaching, and research.

DSW Program

The DSW program is a part-time, primarily online, three-year program designed for experienced professional social workers seeking to advance their knowledge and skills. The program offers two specializations: **Advanced Clinical Practice** and **Organizational Leadership**. Students complete 45 credit hours of coursework, 27 credit hours of which are core courses and 18 credit hours of concentration courses. Students enroll in six credit hours each semester, Fall, Spring, and Summer. Courses are mostly asynchronous with several synchronous evening sessions required per course. Synchronous session dates are posted at the time of registration, two months before the start of each semester. The program is designed to be completed in three years.

DSW Program Curriculum

The DSW program is a part-time, primarily online, three-year program designed for experienced professional social workers seeking to advance their knowledge and skills. Students complete 45 credit hours of coursework, 18 of which are completed in the first year of study, 18 credits in the concentration year, and 9 capstone credits in the third year.

Students take six credit hours each semester, Fall, Spring, and Summer. Courses are completed asynchronously with several synchronous evening sessions per semester. Synchronous session dates are posted at the time of registration, two months before the start of each semester. Students select their concentration at the start of their studies.

Learning Outcomes for the DSW Program

Upon completing the DSW Program, graduates will be able to:

- Demonstrate advanced social work practice skills in assessment, intervention and supervision at the micro, mezzo, and/or macro levels.
- Play an independent/leadership role in integrating advanced knowledge and theory on the social, economic, political, and philosophical conditions into health and human service delivery.
- Integrate knowledge about research methodology with social work practice knowledge to develop and lead strategies for continued evidence-based practice, practice evaluation, and scientific knowledge-building.
- To disseminate complex information about social work evidence, practice skills, scholarship, and interventions clearly and creatively to professional and academic audiences in written and oral formats.
- Identify, evaluate, and implement innovative and cutting-edge strategies to address complex social and health conditions.
- Lead teams to develop and implement social work advocacy and policy practice strategies to advanced clinical practice or organizational leadership, especially within the context of services for vulnerable and underserved communities.
- Independently develop, implement, and evaluate innovative interventions into practice that are theoretically and evidence-based.

Graduates of the Advanced Clinical Practice concentration will be able to:

- Demonstrate knowledge about new and advanced therapies and clinical assessment techniques with disadvantaged populations.
- Articulate the roles that institutional and societal discrimination have impacted clinical issues affecting disadvantaged populations.

Graduates of the Organizational Leadership concentration will be able to:

- Leverage evidence and human and organizational resources to design and implement new and innovative services for complex, disadvantaged client populations.
- Describe and implement ethical, effective, and innovative approaches to developing and managing community and organizational resources.

The Goals of the DSW Program

The programmatic goals are:

- To provide a rich, supportive environment that enables a diverse group of students to pursue and attain their academic, professional, clinical and/or leadership goals.
- To prepare students to integrate theory, evidence, and critical thought to develop innovative solutions for complex challenging issues experienced by agencies and populations at the local, regional, national, and/or global levels.
- To prepare graduates to be innovative and successful educators of future social workers.
- To prepare practitioners to use social work research methodologies to evaluate practice and translate evidence-based interventions into practice settings.

- To prepare advanced practitioner-scholars to incorporate theory, research, practice, and policy to contribute to existing knowledge on social work practice and advance social justice.
- To develop stewards of the social work profession within interprofessional settings who apply and enforce ethical standards and address ethical dilemmas in health and social service systems.
- To prepare advanced social workers to be effective and ethical managers within clinical, administrative, and/or community settings.
- To prepare students to communicate evidence-based social work knowledge through teaching, scholarship, and professional writing.

Admissions

Admission to the DSW Program is determined by a committee of faculty members within the School of Social Work, who will assess the entire composite of information gained from a variety of sources. Each applicant must meet the following criteria and/or provide in their application:

- An MSW degree from a CSWE-accredited institution (there are no exceptions to this requirement).
- A grade-point average (GPA) of at least 3.0 on a 4.0 scale (overall) in your MSW program.
- Three (3) years of post-MSW social work practice experience (there are no exceptions to this requirement).
- Currently practicing in the social work field.
- Three letters of recommendation are required for all applicants.
 - At least two of these letters should come from professional sources (preferably from social workers, but may come from professionals in related disciplines).
 - One reference may be from an academic source (e.g. former professor or department head).
 - Applicants may choose to have all three references come from professional sources if an academic reference is not available.
 - All references are due/uploaded by the deadline for an application to be complete and considered.
- Statement of Purpose: Instructions on what to include in the statement can be found [here](#).
- Current resume or CV.
- Transcripts: In addition to the Graduate School's requirements:
 - Applicants should note that if they attended a community college where they completed 15 or more credit hours and later transferred to a different institution to complete their undergraduate degree, the graduate school requires that transcripts from both the community college and undergraduate degree-awarding institution be included with the application.
 - All unofficial transcripts must be uploaded by the deadline for an application to be complete and considered.
- Applicants may be asked to complete an interview with a faculty member if there are questions regarding their application.
- For Graduate School Admission requirements and information, please refer to their website.

International Applicants

- The university will no longer accept applications to UA online programs from international applicants who are residing outside of the US.

- International applicants who are in the US on a valid visa type (for example, H-1B), will not be impacted.
- Please make sure that your transcript includes a grading scheme, especially if your university does not use a letter-based (e.g. A, A-, B) grading scheme.
- For applicants from countries other than Canada, you will be required to have your transcripts undergo the International Social Work Degree Recognition and Evaluation Service by the Council on Social Work Education. This must be completed before the deadline.
- Graduate School requirements for admission of International applicants can be found here.

Note Regarding Social Work Licenses

The DSW coursework demands the practical application of course content in a real-world setting, making a social work license mandatory for applicants seeking admission to the Advanced Clinical Practice specialization. Applicants to the Organizational Leadership specialization are not required to hold a social work license.

Application Review and Admissions Decisions

Applications are initially evaluated by the Graduate School for completion. Only those applications that are complete and meet the Graduate School requirements are forwarded to the School of Social Work for review. (See the Admissions Criteria section of this catalog for more information.) A committee of social work faculty members reviews the applications and makes final admission decisions. The DSW Program Director does not evaluate applications nor make admissions decisions. Admissions decisions are not made until after the application deadline. Applicants will be sent decision letters approximately 4 weeks after the application deadline. The acceptance letter from the School of Social Work will contain important information regarding fall registration and the required on-campus orientation. Students admitted to the program are required to participate in an on-campus orientation. Failure to register for fall courses or attend the orientation may result in the acceptance becoming void.

Degree Requirements

The DSW degree requires a total of 45 credit hours, which includes core courses and specialization courses. Coursework is typically completed during the first two years of the program. Additional degree requirements, e.g., comprehensive paper, capstone proposal, capstone project and defense, orientation, and two summer residencies are described below.

DSW Core Courses		Hours
SW 700	Adv Theories on Oppression	3
SW 701	Research for Practice I	3
SW 702	Research for Practice II	3
SW 705	Adv Advocacy Policy Practice	3
SW 706	Teaching Social Work Practice	3
SW 750	Intro to Capstone Project	1
SW 751	Capstone Prep Ind Study	2
SW 799	Capstone Project	9
Credit Hours Subtotal:		27
Specialization Courses (see Concentrations Below)		
Specialization Required Courses		12
Specialization Elective Courses		6
Credit Hours Subtotal:		18
Total Hours		45

Specializations

Specializations are a focused area of study within the broader DSW curriculum. They are designed for the student to gain expertise in a specific subfield of social work practice. The DSW program offers specialization in two areas of practice: Advanced Clinical Practice and Organizational Leadership. Students must declare a specialization upon starting the DSW Program and complete the specialization requirements.

It is possible for students to change specializations after beginning the program, though this may result in a delay in degree completion. Although the specialization year is completed during the student's second year of study, students are introduced to the first course in their declared specialization in the second semester of their first year. If a student wishes to change their specialization after completing this course, they must still complete the first course of their newly declared specialization.

Specialization Requirements

Students will be required to complete 12 credit hours (four courses) in their declared specialization and 6 credit hours (two courses) of specialization electives for a total of 18 credit hours. Students will also be required to complete two specialization electives (6 credit hours).

SW 723 Complementary & Alt Therapies and SW 724 Social Work and Emotion Trauma are offered as electives in the Advanced Clinical Practice specialization, and SW 733 Human Serv Finance Budgeting and SW 734 Hum Res Mgt Health Pub Nonprof are offered as electives in the Organizational Leadership specialization. However, students may take different courses to satisfy their elective requirements.

- Students may take courses in the other program concentration to satisfy their electives (e.g., an Organizational Leadership student takes SW 703 Neuroscience in Clinical Pract in Social Work as their elective; an Advanced Clinical Practice Student takes SW 734 Hum Res Mgt Health Pub Nonprof).
- Students may take one MSW-level course for their elective as long as it isn't a course they have taken before in their own MSW curriculum.
- Students may also take one 500-level or higher course outside of the School of Social Work in other programs across campus.

Students will need to seek the approval of the Capstone Project Committee chair or the DSW Program Director if they have not selected a Chair for their committee before taking courses outside of the School of Social Work to satisfy their electives.

Academic Advising and Capstone Project Committee Formation

Upon entering the DSW Program, students are academically advised by the DSW Program Director. The DSW Program Director will serve as the student's academic advisor until the student identifies a Capstone Project Committee Chair and a second committee member by the end of the Fall semester of their second year. If before selecting a Chair, the student has established a mentoring relationship with a faculty member who is doing research related to their area of practice, the academic advisor can be formally changed. This advisor could also become the Chair of the student's Capstone Project Committee, but it is not a requirement. Students are encouraged to seek clarification as to the extent of the mentoring relationship.

When the student begins work on the Comprehensive Paper and the Capstone Project proposal, the official Chair of the student's Capstone Committee will assume primary responsibility, along with the second committee member, for further technical and professional assistance and guidance.

Students are encouraged to discuss their ideas for a Capstone Project with faculty or their academic advisor (the DSW Program Director) early in their DSW studies, but they should not feel pressure to select a chair until they are ready to begin writing their Comprehensive Paper in the spring of their second year of studies. Students should consider how their individual course assignments may focus on topics that can inform or contribute to their Capstone Project, but this is also not a requirement.

Comprehensive Paper

Upon completion of the fall semester of the specialization coursework (2nd year), students will begin to write a comprehensive paper. The paper will cover the specialization focus areas (Advanced Clinical Practice or Organizational Leadership) the student declared at enrollment. Comprehensive papers must be completed under the guidance and approval of their Capstone Project Committee before applying for candidacy.

Comprehensive Paper Requirements

A Comprehensive Paper is a form of assessment that demonstrates a student's understanding of a comprehensive body of knowledge within their specialization area. Students select one of three options for the Comprehensive Paper.

They serve several purposes:

1. It allows the student to demonstrate the acquisition of knowledge of the latest published research in the area of their specialization;
2. It allows the student to demonstrate their familiarity with research/evaluation methods learned in their coursework and residencies.
3. It allows the student to demonstrate that they possess the critical and analytic skills and knowledge needed to undergo a Capstone Project.

There are three options for the Comprehensive Paper. The student must select one. The student should select the option that best fits their educational, capstone, and career goals. Full descriptions of the three Comprehensive Paper options can be found in the DSW Program Handbook.

In preparation for their Comprehensive Paper, students must identify a Chair for their Capstone Project Committee (a chair and second committee member) before the end of the spring semester during their second year of study. Ideally, students will identify a second member of their committee at the same time, though students may require more time to identify the second member. This is the committee that will review and approve the students' Comprehensive Papers and Capstone Projects.

Students should strive to have their Comprehensive Paper approved by the end of the summer of their second year. However, students can submit their paper to their Capstone Committee Chair for review and approval at any time they feel they are ready for a review by their committee.

Students should establish a communication plan with the Chair of their committee, e.g., how often to meet, turnaround time, flow of communication with the second committee member, etc. Students should understand that they may have to submit several drafts of the Comprehensive Paper, have multiple meetings with committee members, receive feedback from the committee, and incorporate requested edits to the paper before their committee gives the paper their final approval.

Comprehensive paper approval requires the signature of both members of their student's committee. Once a student receives approval, the Chair will contact the DSW Program Director, who will have the Comprehensive Paper Approval Form circulated for signatures.

Admission to Candidacy Requirements

Students who successfully pass their Comprehensive Paper and have completed and/or are registered for all of their required non-Capstone Project coursework may advance to candidacy. The DSW Program Director or DSW Program Assistant will initiate this form, which will be submitted to the UA Graduate School.

Capstone Project

All students will be required to complete and defend a Capstone Project to fulfill graduation requirements for the DSW Degree. Students must have submitted an approved comprehensive paper and have a signed Comprehensive Paper Approval form and must have been admitted to candidacy before beginning the Capstone Project. Capstone Projects will consist of three parts: 1) a proposal, 2) a proposal defense, and 3) a final project defense.

The Capstone Project Proposal

Students will start the Capstone Project Proposal in the fall semester of the second year in SW 750 – Introduction to the Capstone Project Course (1 credit hour). Students will complete the Capstone Proposal in SW 751 Capstone Proposal Independent Study Proposal course (2-3 hours) during the summer of the second year. Students must successfully defend the Capstone Proposal to register for SW 799 Capstone Project hours. If a student does not successfully defend their proposal during the summer semester, they must reenroll in SW 751 in the fall of the third year until they defend their capstone proposal.

The Capstone Project

All students will be required to complete and defend a Capstone Project to fulfill graduation requirements for the DSW Degree. Students must register for at least 9 credit hours of SW 799 Capstone Project. Students must successfully defend the Capstone Project to fulfill the DSW degree requirements. Students are encouraged to meet with their Capstone committee throughout each phase of the Capstone process.

Capstone Project Requirements

All students are required to complete and defend a final Capstone Project to fulfill all of the requirements for obtaining the DSW Program at the University of Alabama. The Capstone Project may be initiated during the third year of the program and will require you to demonstrate advanced knowledge and skills in evidence-based social work practice, theory, and research/evaluation.

The topics and scope of Capstone Projects will vary, due to the varying social work practice settings where DSW students currently practice. In general, the Capstone Project is not designed to be a dissertation that demonstrates a candidate's ability to conduct independent research that will contribute to the academic research literature. Instead, a Capstone Project is designed to address real-world problems or challenges faced by experienced professional social workers in their field setting.

Students have three options for the Capstone Project and must choose one. Full descriptions of the three Capstone Project options can be found in the DSW Program Handbook. Note that none of these options should be compared to a Ph.D. dissertation, where the primary goals and assessment for these projects focus on advanced research methodologies. The Capstone Project allows the DSW student to demonstrate an understanding of a range of research methods to effectively contribute to the field of social work practice, e.g., program development, program evaluation, policy analysis, action research, and continuous improvement.

At the conclusion of their Capstone Project, the student will have to submit a final written report and undergo either an on-campus or virtual capstone defense of their project. The student must use the DSW Capstone Project Report Template for final approval. All virtual presentations must comply with University Graduate School policy (p. 21).

Capstone Project approval requires the signature of both members of the Capstone Project committee. Approval may be obtained after the student successfully passes their capstone project. Once the student receives approval from their committee, the Chair will contact the DSW Program Director, who will have the Capstone Approval Form circulated for signatures. Students who choose to publish a peer-reviewed article for their Capstone Project must also include the Capstone Project Authorship Contribution Form. Final versions of the Capstone Project Report must be submitted to the DSW Program Director before the Graduate School deadline for graduation in any given semester. These deadlines can be found here: <https://graduate.ua.edu/current-students/student-deadlines/>

Ideally, students will have their final Capstone Project Report approved by the end of the summer semester of their third year. Though the timeline for students to successfully pass their Capstone Project will vary slightly from student to student, students are cautioned that the DSW program curriculum is designed to be completed as a three-year program and it is not advisable to attempt to complete the requirements ahead of schedule.

Additional Academic Requirement

Summer Residencies

Due to the fact that the DSW program is primarily a distance program, there is no residency requirement for enrolled students to complete their coursework. However, during the summers in years 1 and 2, DSW students must attend on-campus residency programs. These residencies will last 4 days in year 1 and 5 days in year 2.

During residencies, students will travel to campus and attend workshops and trainings each day. The workshops will supplement the content learned in courses and also include opportunities to meet with faculty in person for feedback on coursework and/or support in advancing through the DSW program.

Attendance for On-campus and Synchronous Activities

DSW students enrolled in the program **must** make arrangements to participate in the on-campus activities that are planned as part of the program, such as the on-campus orientation and annual residency retreats. Students **must** also participate in all synchronous activities required by their classes. Failure to do so may result in termination from the program. Excused absences for on-campus requirements will only be granted in extreme circumstances. Such cases include:

- Significant medical condition experienced by the student and/or immediate family member.
- Death of an immediate family member.
- Required military service.
- Unexpected travel delays or cancellations when using public transit (Planes, trains, and bus).

Note that documentation will be required for an excused absence. In some cases, students may be asked to make up assignments that were missed during the on-campus content.

Requirement for Continuing Social Work Practice

Students are expected to be actively practicing social work throughout their time in the DSW Program, either through paid employment or volunteer work. The practice setting for students is not provided by the School of Social Work Field Office and students are expected to meet this requirement on their own.

Advanced Clinical Practice Concentration		Hours
SW 703	Neuroscience in Clinical Pract	3
SW 720	Clinical Supervision Ethics	3
SW 721	Cognitive Behavioral Therapy	3
SW 722	Assess Diagn Clin Prct	3
SW 723	Complementary & Alt Therapies	3
SW 724	Social Work and Emotion Trauma	3
Credit Hours Subtotal:		18
DSW Core (see above)		27
Total Hours		45

Organizational Leadership concentration		Hours
SW 704	Org Leadership Theory Practice	3
SW 730	Lead Org Change	3
SW 731	Lead Human Serv Dev	3
SW 732	Ethics Comm Org Lead	3
SW 733	Human Serv Finance Budgeting	3
SW 734	Hum Res Mgt Health Pub Nonprof	3
Credit Hours Subtotal:		18
DSW Core (see above)		27
Total Hours		45

Transfer Credit

Requirements for Transfer Credits

Students who have completed doctoral coursework at other universities may request that a portion of their previously-earned credits be transferred towards their completion of the DSW degree at UA. Evaluation of credit for transfer will not officially be determined until the student is enrolled in the UA Graduate School and the UA School of Social Work. Acceptance of credits requires the approval of the School of Social Work and the UA Graduate School. The Graduate School has policies for transfer credits. (p. 21)

Requests for transfer credits will be evaluated on a case-by-case basis and must conform to the guidelines established by the DSW Program Committee in addition to Graduate School requirements:

- Credits should be from another doctoral degree program (PhD, EdD, DSW).
- Coursework that does not overlap with or duplicate required courses if the DSW curriculum may generally be accepted as transfer credits for electives.
- Requests to transfer credits that would replace required DSW courses will receive more scrutiny to make sure they align appropriately with required courses.
- Since the DSW Program allows students to take up to one MSW-level course as an elective, up to 3 credits of master's level coursework will be considered as long as they are not credits earned for the MSW degree that students are required to have to be eligible for the DSW Program. It must be coursework that was taken in addition to the required master's degree.

Transfer Credit

The following process has been established for reviewing and approving transfer of credits:

- Students must initiate a request for transfer credits using the Graduate School form.
- The student must also submit the syllabus for each course transfer request directly to the DSW Program Director for review. Transfer requests without a course syllabus will not be approved.
- The Graduate School reviews the student's initial request and forwards the request to the DSW Program Director if it meets the Graduate School's requirements.
- The DSW Program Director will approve transfer credits that clearly follow the guidelines outlined above. Any request that is unclear whether it meets these guidelines will be reviewed by the DSW Program Committee.
- Transfer credits that meet the DSW Program guidelines for replacing elective courses will be approved by the DSW Program Director, with consultation of the DSW Program Committee, as needed. Requests for transfer credits that would replace required courses for the program will be reviewed and approved by the DSW Program Committee.
- The DSW Program Director or DSW program assistant will initiate the final approval form.

Students are cautioned that the DSW Program curriculum is designed so that the work completed in its courses contribute to their Comprehensive Paper and Capstone Project. Therefore, transferring credits to replace DSW courses could possibly delay student progress on those requirements. Students are strongly recommended to discuss transferring credits with their advisor and/or the DSW Program Director.

Comprehensive Paper Requirement

To move forward to working on the Capstone Project, you are required to successfully complete a Comprehensive Paper assignment. There are a number of purposes that the Comprehensive Paper serves:

1. It allows you to demonstrate the advanced social work knowledge and research/evaluation methods learned in your coursework and residencies.
2. It allows you to demonstrate that you have acquired the skills and knowledge needed to complete your Capstone Project.
3. Its format serves as the design for the final Capstone Project.

There are three options for the Comprehensive Paper. You must select one. You should select the option that best fits in with your educational, capstone, and career goals. Full descriptions of the three Comprehensive Paper options can be found in the DSW Program Handbook.

To prepare for their Comprehensive Paper, students must identify a Chair for their Capstone Project Committee before the end of spring semester during their second year. Ideally, students will identify a second member of their committee at the same time, though students may require more time to identify the second member during the summer of their second year. This is the committee that will review and approve students' Comprehensive Papers and Capstone Projects.

You should strive to have your Comprehensive Paper approved by the end of the summer semester of your second year so you can start their Capstone Project at the beginning of your third year. However, you can submit your paper for review and approval at any time before this point if you feel that your Comprehensive Paper is ready for review. If more time

is needed, you can submit your paper after your second summer, though this may delay the start of your Capstone project.

You may have to submit several drafts of the Comprehensive Paper, have multiple meetings with committee members, receive feedback from the committee, and incorporate requested edits to the paper before it is deemed successfully approved. When the members are prepared to approve the Comprehensive Paper, the student should meet with the committee for additional feedback and support in moving forward. You should submit drafts first to your chair before submitting them to the second member of your committee for review.

Comprehensive paper approval requires the signature of both members of their committee. Once a student receives approval, the advisor will contact the DSW Program Director, who will have the Comprehensive Paper Approval Form circulated for signatures. Ideally, students will have their paper approved by the end of summer semester their second year, though the timeline for students to successfully pass their Comprehensive Papers will vary from student to student. Some students may successfully complete their papers before the summer of their second year and it is also common for students to require additional time to successfully pass their Comprehensive Paper.

Capstone Project

You are required to complete a final Capstone Project in order to fulfill all of the requirements for obtaining the DSW Program at the University of Alabama. This Capstone Project may be initiated during the third year of the program and will require you to demonstrate advanced knowledge and skills (depending on the scope of the project) in evidence-based social work practice, theory, and research/evaluation.

The topics and scope of Capstone Projects will vary, due to the varying social work practice settings where DSW students currently practice within. In general, the Capstone Project is not designed to be a dissertation.

You are encouraged early in your DSW studies to discuss your ideas for the Capstone Project with faculty and the DSW Program Director. Also, you should consider how your individual course assignments may focus on topics that can inform or contribute to your Capstone Project.

You have three options for the Capstone Project and must choose one. Full descriptions of the three Capstone Project options can be found in the DSW Program Handbook. Note that none of these options should be compared to a PhD dissertation, where the primary goals and assessment for these projects focus on advanced research methodologies. While DSW students must learn and demonstrate an understanding of research and evaluation methods, the Capstone Project reflects an intersection between advanced practice skills and research methodologies.

At the conclusion of their Capstone Project, you will have to submit a final written report and complete either an on-campus or virtual defense presentation of your project. You must use the DSW Capstone Project Report Template for final approval. All virtual presentations must comply with University Graduate School policy (p. 21).

Capstone Project approval requires the signature of both members of the Capstone Project committee. Approval may be obtained after you successfully complete the defense presentation. Once you receive approval, your advisor will contact the DSW Program Director, who will have the Capstone Approval Form circulated for signatures. Students who choose to publish a peer-reviewed article for their Capstone Project must also have the Capstone Project Authorship Contribution Form. Final versions of the Capstone Project Report must be submitted to the DSW

Program Director before the Graduate School deadline for graduation in any given semester. These deadlines can be found here: <https://graduate.ua.edu/current-students/student-deadlines/>

Ideally, students will have their final Capstone Project Report approved by the end of summer semester their third year, though the timeline for students to successfully pass their Capstone Project will vary from student to student. Some students may successfully complete their papers before the summer of their third year and it is also common for students to require additional time to successfully pass their final Capstone Project.

Capstone Committee Formation

The purpose of the Capstone Project Committee is to guide the student through the Comprehensive Paper and Capstone Project requirements. Students may select members of their Capstone Committee based on the individuals' social work area of expertise, expertise in research and evaluation methodologies, or some other skill/expertise that will be helpful for the student in developing, implementing, and writing the report for their projects. School of Social Work faculty have a wide range of areas of expertise, including: children's services, health and human service management, aging, policy, rural populations, school social work, criminal/juvenile justice, social work and health care, and behavioral health. Second committee members may not necessarily be a social worker or have obtained a doctorate degree if their area of expertise is relevant to the student's work.

Upon entering the DSW Program, students are assigned an academic advisor to help them plan course work. In their first year, the student's initial advisor will be the DSW Program Director until another advisor is identified. If the student finds that another faculty member may be doing work more related to their area of practice, advisor assignments may change. Usually, though not always, this advisor will become the student's Capstone Project Advisor or second committee member. When the student begins work on the Capstone Project proposal, the advisor will take primary responsibility, along with the second committee member, for further technical and professional assistance and guidance. The same faculty member may serve as advisor and committee member throughout the DSW Program Committee doctoral program of study.

All members of Capstone Project Committees must be members of the Graduate Faculty. Those who serve as Committee Chairs must be full-time faculty within the School of Social Work who have full/associate member Graduate Faculty status and be appointed at the rank of Assistant Professor or higher. Instructors within the school of social work, as well as faculty and practitioners outside of the School of Social Work and University of Alabama are also eligible to serve on Capstone Committees. In such cases, the DSW Program Director must submit a request that they be accepted as members to the University Graduate Faculty. To do so, the student must send the Director a copy of the individual's CV and a statement on why their expertise will be supportive in the Capstone Project process. Students should consult with their Chair before selecting an external second member. Students should also evaluate whether an external committee member may pose a conflict of interest for them.

The DSW Program Director or DSW Program Assistant will circulate the Capstone Committee form via DocuSign.

Admission to Candidacy Requirements

Students who successfully pass their Comprehensive Paper and have completed and/or are registered for all of their required non-Capstone Project coursework may advance to candidacy. The DSW Program

Director or DSW Program Assistant will initiate this form, which will be submitted to the UA Graduate School.

Continuous Enrollment Policy

Please refer to the Graduate School Policy (p. 21).

Time Limits for Degree Completion Requirements

Please refer to the Graduate School Policy (p. 21).

Student Progress Requirement

There may be cases where a student is dismissed from the program for reasons that include: (a) Failure to meet academic standards set by the Graduate School (Please see below); (b) Failure to meet professional preparedness standards, as determined by the School of Social Work; or (c) Academic misconduct.

Additional Academic Requirement

Summer Residencies

Due to the fact that the DSW program is primarily a distance program, there is not residency requirement for enrolled students to complete their coursework. However, during the summers in years 1 and 2, DSW students must attend on-campus residency programs. These residencies will last 4 days in year 1 and 5 days in year 2. The residencies will take place during the first 2 weeks of June each summer.

During residencies, students will travel to campus and attend workshops and trainings each day. The workshops will supplement the content learned in courses and also include opportunities to meet with faculty in-person for feedback on coursework and/or support in advancing through the DSW program.

Attendance for On-campus and Synchronous Activities

DSW students enrolled in the program **must** make arrangements to participate in the on-campus activities that are planned as part of the program, such as the on-campus orientation and annual residency retreats. Students **must** also participate in all synchronous activities required from their classes. Failure to do so may result in termination from the program. Excused absences for on-campus requirements will only be granted in extreme circumstances. Such cases include:

- Significant medical condition experienced by the student and/or immediate family member.
- Death of an immediate family member.
- Required military service.
- Unexpected travel delays or cancellations when using public transit (Planes, trains, and bus).

Note that documentation will be required for an excused absence. In some cases, students may be asked to make-up assignments that was missed during the on-campus content.

Requirement for Continuing Social Work Practice

Students are expected to be actively practicing social work throughout their time in the DSW Program, either through paid employment or volunteer work. The practice setting for students is not provided by the School of Social Work Field Office and students are expected to meet this requirement on their own.

Academic Misconduct Information

Please refer to the Graduate School policy (p. 7).

Withdrawals and Leave of Absence Information

Please refer to the Graduate School policy (p. 244).

Academic Grievance Information

Students who have concerns about issues that are having a negative impact on student learning or barrier to student achievement may report these concerns to the DSW Program Director. The DSW Program director will consult with the Associate Dean for Student Services for consensus in how to address the issue.

When reported concerns regard quality of instruction, the DSW Program Director will:

- consider the number of students being impacted and the context of the issue (e.g., Title IX complaint, quality of course content) when formulating a response;
- encourage students to discuss the issue with the instructor directly, if deemed appropriate for students to do so;
- follow-up with the instructor to discuss the course;
- discuss the matter with School of Social Work and university departments, as deemed appropriate; and
- follow-up with the student(s) afterwards to see if the issue has been resolved.

Students who do not believe that the issue has been resolved may file a subsequent grievance with School of Social Work Grievance Committees or university offices, as deemed appropriate.

Students should be aware that full-time university faculty typically instruct their courses under the shared assumption of academic freedom.

As a result, there are significant limits on instructional changes that the administration can require a faculty member to make at the request of administration. Therefore, it is strongly encouraged that students document issues they report in writing and also emphasize feedback in the Student Opinions of Instruction (SOIs). Student feedback and SOI reports will be reviewed by the DSW Program Director as well as the Associate Dean for Student Services and Dean of the School of Social Work (when appropriate) to determine if issues reported should be used in future decisions about DSW course instruction. Students should understand that a number of factors are considered in making course instruction decisions and students' complaints are only one of these factors. Students should also understand that complaints about individual course instructors will not be discussed or handled by the DSW Program Committee.

Please refer to the Graduate School information (p. 255).

Grades and Academic Standing

Please refer to the Graduate School policy (p. 28).

Graduate School Deadlines Information

Please refer to the Graduate School information.

Application for Graduation Information

Please refer to the Graduate School policy (p. 21).

Social Work, M.S.W.

MSW Program

The mission of the Master of Social Work Program at The University of Alabama School of Social Work is to prepare advanced scholar practitioners to improve the lives of individuals and families, enhance community well-being, and advocate for policies that support systemic change.

Graduates of the MSW Program will be able to:

- Deliver evidence-based social work practice to diverse client systems.
- Advocate for vulnerable populations across the lifespan.
- Engage in culturally competent advanced social work practice at the micro, mezzo, and macro levels.
- Analyze, formulate, and influence policies that impact individuals, families, organizations, and communities.
- Apply social work values and ethics at all levels of practice.

Curriculum

The MSW Program is fully accredited by the Council on Social Work Education. The curriculum follows the curriculum policy requirements of the Council on Social Work Education. The curriculum focuses on the following:

- **Social Work Practice:** This area of the curriculum is designed to provide practice knowledge and competencies in working with individuals, groups, families, communities, and organizations.
- **Human Behavior and the Social Environment:** This area of the curriculum helps the student to understand the whole person and the process of growth, change, adaptation, social functioning, and dysfunction of the environmental context, including family, groups, formal organizations, and communities. Courses in this area cover prenatal stages through the process of aging.
- **Social Welfare Policy and Services:** This area of the curriculum is designed to help the student identify, appraise, analyze, and understand social change in its dynamic perspectives; the role and responsibility of social work as a profession in influencing social policy; and the delivery of service to individuals and society.
- **Research Methods:** This area of the curriculum is designed to help the student understand social work and related research and the use of research for the improvement of services to individuals, groups, organizations, and communities.
- **Practicum Education:** This area of the curriculum provides opportunities for students to integrate and apply knowledge, skills, and values in social work practice context.

MSW Curriculum Themes

The MSW Program emphasizes the following five themes:

- **Life Course Perspective:** Social workers understand that the growth and development of individuals, families, groups, organizations, and communities are influenced by a range of psychological, social, historical, political, and economic factors. The interaction of these factors with life events and life transitions contribute to the subsequent outcomes. This theme also serves as the conceptual framework for the entire MSW curriculum.
- **Valuing Diversity:** Social workers value and work respectfully with people who are different from themselves.

- **Critical and Reflective Thinking:** Critical and reflective thinking that challenges assumptions, and that is based on evidence to arrive at creative solutions, is the basis for competent social work practice.
- **Evidence-Based Practice:** Social workers favor interventions with demonstrated effectiveness. They are prepared to carefully evaluate practice and program outcomes.
- **Services to the Poor and Underserved:** Alabama's poor and underserved receive social services primarily from public and non-profit social service agencies. Social workers must be prepared to practice in these contexts and to challenge social injustice.

The MSW Program emphasizes the following theoretical frameworks:

Social Justice Framework

The University of Alabama School of Social Work is committed to educating students for advanced generalist practice by integrating a social justice framework throughout our MSW curriculum. This social justice framework reflects a commitment to ethical social work practice as described in the NASW Code of Ethics and includes the following three tenets: (1) Promoting the general welfare of society from local to global levels, (2) Challenging social injustice on behalf and with communities that have been marginalized, and (3) Practicing cultural humility and responsiveness thereby recognizing clients as experts of their own culture. These tenets will be discussed within a historical, social, environmental, and economic context to provide students with the knowledge, skills, and values they need to act as social justice advocates in collaboration with the persons and communities they are educated to serve.

Trauma-Informed Framework

The University of Alabama School of Social Work (UA SSW) is committed to educating students for advanced generalist practice. This model integrates behavioral health trauma-informed frameworks, community resiliency approaches, and the social justice framework into the concentration year of the MSW curriculum. Students will understand how the combined impact of disproportionate exposure to adverse childhood and life experiences can shape the biopsychosocial development across the lifespan. The UA SSW educates students with the knowledge, skills, and values necessary to implement a trauma-informed framework across micro, mezzo, and macro levels of social work.

MSW Program Objectives

MSW students will exhibit the ability to:

- Demonstrate Ethical and Professional Behavior
- Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Engage in Practice-Informed Research and Research-Informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Three letters of recommendation
- A resume
- 5-6 pages "Statement of Purpose"

Prospective students with a GPA less than 3.0 but greater than 2.5 will be considered for Admission with Permission to Continue for part-time enrollment.

Please note no academic credit, course waivers, or credit for field practicum shall be granted for life experience or previous work experience.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

MSW Program Tracks: Two formats, campus or primarily online

Advanced Standing (42 credit hour)

- Students holding a Bachelor of Social Work degree from a CSWE accredited institution.
- Admission requires a "B" average or better in all professional foundation Social Work courses including field education, with no more than one "C" in upper level Social Work courses.
- Offered Summer term only

Two Year (60 credit hour)

- Students who hold a bachelors degree from a regionally accredited institution.
- Students who do not meet Advanced Standing criteria must apply to 60 hour program.
- Offered Fall term only

MSW Program Requirements: Two formats, campus or primarily online

Advanced Standing (42 credit hour)

The Advanced-Standing Program is a 42-credit-hour program for only those who **hold** a CSWE-accredited BSW. It can be completed in one year when pursued full-time. Advanced-standing students fulfill professional foundation requirements by successfully completing 'bridge' courses offered in the summer before beginning the concentration year.

Two Year (60 credit hour)

The 60-credit-hour program is for those who currently **do not hold** a CSWE-accredited BSW. It can be completed in two years when pursued full-time. Coursework is offered in two formats, campus or primarily online.

MSW Program Concentrations

The MSW Program offers two concentrations

- Children, Adolescence and their Families (CAF)
 - SW 532 & SW 533
- Adults and their Families (AF)
 - SW 564 & SW 565

REVIEW SPECIFIC COURSES Under Concentration Options (p. 791)

Student must select one concentration to fulfill degree requirements for this program.

Field Education Practicum Requirements

Advanced Standing (42 credit hour)

- One supervised field placement
- Field practicum is taken in the spring
- A minimum of 500 clock hours
- In a field placement Monday-Friday for 32-40 hours per week for 15 weeks
 - Optional: Two variable courses in the spring and summer for 16 hours per week (varies)
- Required: SW 595

Two Year (60 credit hour)

- Two supervised field placements
- Field practicum is taken in the fall and spring
- A minimum of 500 clock hours, respectively
- In field placements Monday-Friday for 20 hours per week for 25 weeks
- Required: SW 590, SW 591, SW 595, and SW 596

The MSW Program offers additional field placement opportunities (p. 782) unique to the Capstone experience.

Advanced-Standing Program Curriculum - Master of Social Work (MSW) (p. 791)

Full-Time Curriculum - campus and distance learner (summer start)

Bridge Courses		Hours
SW 570	Research-Informed Practice	3
SW 577	Human Develop & Social Systems	3
SW 578	Social Welfare Policy	3
SW 579	Social Work Practice *	3
Total Hours		12
Concentration Year		Hours
Concentration Year - Fall		Hours
SW 532 or SW 564	SW Pract w/Adults Mental Hlth *	3
SW 533 or SW 565	Mod/Meth Gerontologl SW Pract *	3
SW 525	Evaluation Research	3
SW Elective		3
SW Elective		3
Total Hours		15
Spring		Hours
SW 501	Soc Welfare Adv Pol Analysis	3
SW 595	Field Education II-A	9
SW Elective		3
Total Hours		15
Social Work Electives		Hours
SW 506	Planning & Prog Development	
SW 513	SW Practice in Health Care	

SW 514	Chem Depend Knowledge Interven
SW 515	Psychopathology
SW 523	Family Preservation
SW 528	Spirituality In SW Practice
SW 529	Adv Clinical Social Work Prac
SW 536	Social Service Prog Agency Adm
SW 549	Crisis Intervention
3 elective courses are required	

60 Credit Hour Program Curriculum - Master of Social Work (MSW)

Foundation Year - Fall		Hours
SW 500	Social Welfare Policy	3
SW 510	Human Behav Social Envir I	3
SW 511	Human Behav Social Envir II	2
SW 540	SW Practice with Indiv & Family *	3
SW 534	Integrative Seminar I-A	1
SW 590	Field Education I-A	3
Total Hours		15
Foundation Year - Spring		Hours
SW 541	SW Practice with Groups *	3
SW 542	Practice w/Communities & Orgs *	3
SW 570	Research-Informed Practice	3
SW 535	Integrative Seminar I-B	1
SW 591	Field Education I-B	5
Total Hours		15
Concentration Year		Hours
Concentration Year - Fall		Hours
SW 532 or SW 564	SW Pract w/Adults Mental Hlth	3
SW 533 or SW 565	Mod/Meth Gerontologl SW Pract	3
SW 595	Field Education II-A	3
SW Elective		3
SW Elective		3
Total Hours		15
Concentration Year - Spring		Hours
SW 525	Evaluation Research	3
SW 501	Soc Welfare Adv Pol Analysis	3
SW Elective		3
SW 596	Field Education II-B	6
Total Hours		15
Social Work Electives		Hours
SW 506	Planning & Prog Development	
SW 513	SW Practice in Health Care	
SW 514	Chem Depend Knowledge Interven	
SW 515	Psychopathology	
SW 523	Family Preservation	
SW 528	Spirituality In SW Practice	
SW 529	Adv Clinical Social Work Prac	

SW 536	Social Service Prog Agency Adm
SW 549	Crisis Intervention
3 elective courses are required	

Please note that courses are subject to change.

MSW/MPH Coordinated Degree (p. 791)

The University of Alabama School of Social Work in Tuscaloosa and The University of Alabama at Birmingham School of Public Health jointly offer an MSW/MPH coordinated degree program designed for people with career goals in community-oriented health services for families and children.

Students who are interested in this coordinated degree should separately apply to UA's MSW Program and to the Department of Health Care Organization and Policy at The University of Alabama-Birmingham School of Public Health for admission to the MPH Program.

For UAB curriculum guides and admission requirements, please visit the University of Alabama at Birmingham School of Public Health website.

Advanced Standing MSW/MPH (summer start)

Bridge Courses		Hours
SW 570	Research-Informed Practice	3
SW 577	Human Develop & Social Systems	3
SW 578	Social Welfare Policy	3
SW 579	Social Work Practice *	3
Total Hours		12
Concentration Year		Hours
Concentration Year - Fall		Hours
SW 532 or SW 564	SW Pract w/Adults Mental Hlth *	3
SW 533 or SW 565	Mod/Meth Gerontologl SW Pract *	3
SW 501	Soc Welfare Adv Pol Analysis	3
SW Elective		3
Total Hours		12
Spring		Hours
SW 595	Field Education II-A	9
UAB (MPH) Core Requirements that transfer to UA		Hours
PUH 602 (SW Elective)		3
PUH 603 (SW 525)		3
PUH 604 (SW Elective)		3
Social Work Electives		Hours
SW 506	Planning & Prog Development	
SW 513	SW Practice in Health Care	
SW 514	Chem Depend Knowledge Interven	
SW 515	Psychopathology	
SW 523	Family Preservation	
SW 528	Spirituality In SW Practice	
SW 529	Adv Clinical Social Work Prac	
SW 536	Social Service Prog Agency Adm	

SW 549	Crisis Intervention
3 elective courses are required	

60 Credit Hour MSW/MPH (fall start)

Foundation Year - Fall		Hours
SW 500	Social Welfare Policy	3
SW 510	Human Behav Social Envir I	3
SW 511	Human Behav Social Envir II	2
SW 540	SW Practice with Indiv & Famly *	3
SW 534	Integrative Seminar I-A	1
SW 590	Field Education I-A	3
Total Hours		15
Foundation Year - Spring		Hours
SW 541	SW Practice with Groups *	3
SW 542	Practice w/Communities & Orgs *	3
SW 570	Research-Informed Practice	3
SW 535	Integrative Seminar I-B	1
SW 591	Field Education I-B	5
Total Hours		15
Concentration Year		Hours
Concentration Year - Fall		Hours
SW 532 or SW 564	SW Pract w/Adults Mental Hlth *	3
SW 533 or SW 565	Mod/Meth Gerontologl SW Pract *	3
SW 595	Field Education II-A	3
Total Hours		9
Spring		Hours
SW 501	Soc Welfare Adv Pol Analysis	3
SW 596	Field Education II-B	6
Total Hours		9
UAB (MPH) Core requirements that transfer to UA		Hours
PUH 602 (SW Elective)		3
PUH 603 (SW 525)		3
PUH 604 (SW Elective)		3
PUH 605 (SW Elective)		3
Social Work Electives		Hours
SW 506	Planning & Prog Development	
SW 513	SW Practice in Health Care	
SW 514	Chem Depend Knowledge Interven	
SW 515	Psychopathology	
SW 523	Family Preservation	
SW 528	Spirituality In SW Practice	
SW 529	Adv Clinical Social Work Prac	
SW 536	Social Service Prog Agency Adm	
SW 549	Crisis Intervention	
3 elective courses are required		

MSW/JD Coordinated Degree Program

The Master of Social Work/Juris Doctorate Degree Program is coordinated between the School of Social Work and The University of Alabama School of Law.

Before being classified as a MSW/JD coordinated degree student, applicants must be accepted in the School of Law and then the MSW program. Separate admission to each program is required. Admission requirements for the coordinated degree program are exactly the same as those currently established for the MSW Program (p. 791) and the JD Program separately. All prerequisites for both programs must be met.

Students in the MSW/JD Coordinated Degree Program must complete all the required MSW courses necessary for the degree; students have the option to complete their elective requirements (currently nine credit hours) in the Law School.

Advanced Standing and 2-year MSW/JD (only offered on-campus)

Law electives approved to count towards the MSW		Hours
LAW 633	Gender & The Law	
LAW 655	Immigration Law	
LAW 674	Family Law I	
LAW 683	Administrative Law	
LAW 696	Health Care Law	
LAW 726	Civil Rights Actions	
LAW 731	Special Topics in Law	
LAW 769	Poverty Law	
LAW 791	Juvenile Justice Jurisprudence	
LAW 819	International Human Rights Law	
LAW 821	Public Interest Lawyering	
LAW 822	Spanish for Lawyers	
LAW 834	Mental Health Law	
LAW 843	Lawyers & Social Change	

The JD program currently requires at least 90 hours of coursework, of which six hours may be fulfilled with approved courses offered outside of the Law School. The JD is a cohort-based program completed over 3-4 years. Students in the coordinated degree program are required to complete 9 hours of MSW courses as part of the 90 hours constituting study for the JD. The following MSW courses will count towards the JD, contingent upon the student having first completed a year of the JD program. MSW courses taken before that year will not count toward the JD degree. Courses taken in an online or primary online format will not count towards the JD degree.

MSW courses approved to count towards the JD		Hours
SW 500	Social Welfare Policy	
SW 501	Soc Welfare Adv Pol Analysis	
SW 578	Social Welfare Policy	
SW 532	SW Pract w/Adults Mental Hlth	
SW 533	Mod/Meth Gerontologl SW Pract	
SW 564	SW Prac Child Adol Ment Hlth	
SW 565	SW Prac Child Welfare Fam Serv	

The coordinated degree program requires 114 credit hours for students admitted as MSW advanced standing **42 credit hour program** and 132 credit hours for students admitted as MSW **60 credit hour program**.

Required Courses for Social Work with Children, Adolescents, and Their Families

Code and Title	Hours
SW 564 SW Prac Child Adol Ment Hlth	3
SW 565 SW Prac Child Welfare Fam Serv	3
SW 595 Field Education II-A	9
Total Hours	15

Required Courses for Social Work with Adults, and their Families

Code and Title	Hours
SW 532 SW Pract w/Adults Mental Hlth	3
SW 533 Mod/Meth Gerontologl SW Pract	3
Total Hours	6

Transfer Credit

Applicants interested in transferring graduate credit to the MSW program from another institution or graduate program must make a formal request after admission to the program. The proposal is initiated in the Graduate School with the Request for Transfer Credit Form form. Review the master's degree transfer credit details (p. 15) provided by the Graduate School.

*Please note the School of Social Work allows a maximum of 9 hours of transfer work for the **42 credit hour program** and a maximum of 12 hours of transfer work for the **60 credit hour program** upon approval by the program director.*

Time Limits for Degree Completion Requirements

All requirements for a master's degree must follow the Graduate School's time limit guideline (p. 15).

Academic Misconduct Information

MSW students are subject to the academic performance criteria (p. 7) of the Graduate School.

Withdrawals & Leave of Absence Information

A graduate student may withdraw from the University. It is the student responsibility to initiate a withdrawal online.

Discontinuation of One of the degrees

If a student enrolled in the coordinated degree program were to discontinue enrollment in the program and continue seeking only one degree (MSW or JD), the student would have to meet the full requirements of that degree.

Academic Grievances Information

The School of Social Work follows the University-wide Academic Grievance Procedures (p. 255).

Grades and Academic Standing

The School of Social Work follows the University-wide Grades and Academic Standing (p. 28).

Graduate School Deadline Information

REVIEW IMPORTANT DEADLINES

Application for Graduation Information

READY TO GRADUATE - APPLY NOW

Coordinated Degrees Conferred in same Commencement

Both degrees are conferred during a single commencement exercise, once all degree requirements have been met. Neither degree will be granted until both degrees are earned, except in cases in which a student formally withdraws from the coordinated degree program.

Social Work, Ph.D.

PhD Program

The University of Alabama's Social Work PhD program prepares social work scholars who develop and disseminate knowledge. As with other members of the Group for the Advancement of Doctoral Education in Social Work (GADE), our PhD program focuses on preparing scholars, researchers, and educators who will function as stewards of the discipline.

Specific goals of the PhD Program:

- To provide a rich, supportive environment that enables a diverse group of students to pursue and attain their academic and professional goals.
- To prepare social work scholars committed to social justice, advocacy, the social work profession, and those the profession serves.
- To equip students to produce quality research and engaged scholarship that effects meaningful change.
- To prepare students to translate research for use by relevant stakeholders.
- To prepare our graduates to be successful educators of future social workers.

The PhD Program builds on a base of professional knowledge and practice in social work. In addition to a rigorous grounding in research, the program offers students the opportunity to develop a comprehensive understanding of a selected area of focus and, through the dissertation, to contribute to knowledge development in that area.

Students are provided with in-depth study of research methodologies and methods supporting skill development necessary for the design of scientific investigations, data collection, management, and analysis, along with writing for publication. The PhD Program includes a strong research methods curriculum. In addition, students take substantive courses in theory and other topics and elective courses. As soon as they enter the program students begin working with the Program Director for program planning and guidance. PhD students select advisors to guide their professional development and dissertation research typically by the end of the first year of the program with the first year devoted to getting to know faculty.

Obtaining Information

Inquiries about the program should be to: The University of Alabama School of Social Work, PhD Program Office, Box 870314, Tuscaloosa, AL 35487-0314; telephone 205-348-0798; mtsiler@ua.edu.

Admissions

The School of Social Work determines eligibility for regular or "admission with permission to continue" admission partially on the basis of previous academic records, but also based on each applicant's unique Statement of Purpose and information from their references. Successful applicants must meet the minimum admission requirements of the Graduate School prior to consideration by the School of Social Work PhD Program.

School of Social Work PhD Program Admissions Requirements and Additional Information About Supporting Documentation:

- A master's degree in social work (MSW) or simultaneous separate applications to the UA MSW and PhD Programs to enter the Concurrent Program to work on the two degrees simultaneously.
- Letters from three references, one of whom must be a university professor or social work scholar who has personal knowledge of the applicant's intellectual and scholarly abilities. If the applicant has earned the MSW degree, at least one letter should be from a former instructor in the applicant's MSW program.
- A Statement of Purpose indicating the reasons the applicant wishes to pursue a PhD in social work and indicating the applicant's research interests. There is no standard length, generally, the statement ranges from 900 to 2,250 words in length.
- Evidence of scholarly writing ability, supported by evidence the applicant supplies (e.g., a sole-authored paper published in a journal or presented at a conference or workshop, a design of a service program or a research proposal, and/or a course syllabus written by the applicant).
- In addition to the above program requirements, it is recommended that the applicant also possess a minimum of two years of employment experience in social work after earning the MSW degree.

Applicants seeking admission to the program who do not meet the above requirements may be considered on an individual basis for "admission with permission to continue". If an applicant desires such consideration, they should file all application materials as directed above. In addition to the materials required of all students, applicants seeking exception from admission requirements must notify the PhD Program Director by filing a specifically labeled "Petition for Exception" identifying from which of one or more requirements the exception is sought. In addition to identifying the specific requirement(s) from which exception is sought, applicants should provide information supporting the petition. After the application file is complete and referred to the social work PhD program by the Graduate School, the applicant may be invited to schedule an interview with the program director or other member of the admissions committee, in order to assess individually the applicant's qualifications for PhD studies in social work. A summary of this interview and the petition for an exception will be made available to the Admissions Committee for consideration prior to its decision regarding an admissions recommendation. Please contact the School of Social Work PhD Program Director directly for questions about this possibility.

If seeking exception from the requirements, the applicant should be aware that they may be required to register for courses other than the standard curriculum, including courses at the MSW level. The amount and type of such work may be decided by the Admissions Committee before admission and/or by the applicant's academic advisor after admission.

Concurrent Enrollment in the MSW and PhD Degrees Programs

The University of Alabama School of Social Work offers an MSW/PhD concurrent program for **truly exceptional** individuals who hold, or are candidates for, bachelor's degrees who have very strong academic credentials and aptitude for scholarly careers in social work. Such individuals may be admitted simultaneously to the MSW and PhD programs and work on both degrees concurrently, following a strict, rigorous curriculum. Those admitted to the concurrent program will complete all current requirements for the PhD degree. Specific required PhD coursework will be applied to specific MSW degree requirements, reducing the number of semester hours required for the MSW and PhD degrees by 12 hours typically. The MSW degree will be awarded when all requirements for the MSW are completed, and the student will continue to work on the PhD requirements.

Successful applicants **must exceed the minimum admission requirements** of the Graduate School and the School of Social Work MSW and PhD programs.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

First Year

Fall	Hours	Spring	Hours
SW 601	1	SW 625	3
SW 620	3	SW 623	3
SW 640	3	SW 641	3
Statistics Course from among program approved sequences	3	Statistics Course from among program approved sequences	3
Elective	3		
	13		12

Second Year

Fall	Hours	Spring	Hours
SW 600	3	SW 624	3
SW 605	3	SW 627	3
SW 626	3	SW 628	3
Elective	3	Elective	3
	12		12

Third Year

Fall	Hours	Spring	Hours
SW 699	9	SW 699	9
Remaining coursework			
	9		9

Total Hours: 67

Transfer Credit

Graduate School information on Transfer Credit.

Doctoral Plan of Study Requirement

The Social Work PhD Program requires 50 hours of coursework. Specific requirements are as follows:

- Thirty-four semester hours of core social work courses, including a one-credit professional seminar.
- Nine semester hours in an electives supportive of a planned research area taken in or outside of the School of Social Work.

- A statistical research competency demonstrated by successful completion of an approved statistics two-course sequence.
- A dissertation showing the student's ability to conduct independent research that adds to the knowledge of the profession (includes a minimum of 18 hours of SW 699 Dissertation Research credit).
- Completion of all courses with a grade point average of 3.0 ("B") or better.

These requirements are minimum standards. Additional work may be required, depending on the student's preparation and career interests.

Comprehensive Exams

Upon completion of required coursework, students will take comprehensive exams. Exams will be offered two times during the academic year, near the end of the fall and spring semesters. To take exams, students must submit a "Comprehensive Exams Registration Form" to the PhD program office by the designated mid-semester date.

All students taking the exams at any given time will receive the same question options. Questions will require application of essential social work concepts and knowledge. Exam takers will receive three question options in each of three content areas: research, policy, and practice/theory.

The exams will take place over three days, with question options from one content area distributed to all exam takers at the same designated time each day. Exam takers will have four hours and 5 minutes to write and return a response electronically.

Exam takers may not consult with others (in other words, no digital or live communication with any other individuals, except the program chair or his or her designee) about the questions or the responses. Exam takers may rely on any other digital or written materials they desire to answer the questions (using appropriate APA citation style).

Questions will be written by members of the PhD committee or others invited by the program director. At each exam offering, the program director will solicit questions from committee members or others they designate and prepare the exam. Three faculty members will submit questions for each of the three areas.

The same three faculty members who submit questions for any content area or areas will grade the responses from the same area or areas or each response they grade, graders will submit a grade of "pass," "fail," "pass with distinction," or "Permission to Retake." Exam takers' identities will not be disclosed to graders nor will graders' identities be disclosed to exam takers. A student must receive a grade of at least "pass" from a majority of graders to pass each content area. If a student fails in any content area or areas, he or she will have one re-take opportunity following a grade of "fail".

Standards. In responding to examination questions, PhD students are expected to demonstrate a strong grasp of issues salient to the questions. Normally, this will involve demonstration of knowledge of theory, research findings, and relevant research methods. Answers should show that the student knows the literature well and should reflect the student's ability to critically summarize the important issues and conclusions in the literature. Further, the student should show evidence of the ability to integrate knowledge and to apply concepts.

Answers should be well written. Writing quality can obscure intended meaning. The clarity, specificity, relevance, integration, and application of knowledge demonstrated in the student's response are more important than the length of the response. The student must demonstrate the ability to apply relevant material to challenging questions with

clearly-reasoned, well-informed responses that bear specifically on the point of the question. All sub-sections of each question should be specifically addressed. The student should exhibit mastery in each area: policy analysis/research, theory-informed research on practice, and research methods. Mastery means, among other things, that the student has command over essential information and can use it to resolve issues and solve professional problems. Because the Comprehensive Examination is an important part of the educational experience, a high standard of performance is expected. It is understood that Comprehensive Examination question answers are, in a sense, first drafts, but nonetheless, strong written communication skills should be demonstrated.

Re-Examination. If a student fails one or more sections of the examination, those sections may be re-taken once in accordance with Graduate School policy. Faculty members selected by the PhD Program Director will write a new set of questions for each section to be re-examined. Any re-takes should take place at the next exam offering (at the end of the next fall or spring semester). **Results of the second examination will be final.** A second failure of any section of the Comprehensive Examination will result in dismissal from the PhD Program and the Graduate School will be notified of this decision.

Students who fail one or more parts of the Comprehensive Examination twice may submit a written petition to the PhD Program Director if they believe an exception should be made because of extenuating circumstances. PhD Program Committee members and the PhD Program Director will review the request and decide whether an exception is in order, in consultation with the Associate Dean for Academic Programs.

Admission to Candidacy Requirements

Following the successful completion of the Comprehensive Examination, the student will be admitted to Doctoral Candidacy.

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

NOTE: It is **imperative** that all students take time to read and review the Graduate School Electronic Thesis or Dissertation (ETD) web page beginning at the dissertation proposal writing stage. This gives a step-by-step guide to the whole ETD submission process and answers nearly all of the questions that students have in regard to formatting and their ETD submission.

In particular, students *must* follow Graduate School guidelines regarding preparation of the dissertation. See *A Student Guide to Preparing Electronic Theses and Dissertations*, published by the Graduate School.

Doing so at the beginning of the proposal stage will facilitate later success.

When dissertations are rejected, it is usually because there are errors in document formatting and the preparation and inclusion of the preliminary pages. Candidates need to make time to review the required formatting and the sample preliminary pages on the Graduate School ETD website.

Dissertation Committee

After the student passes the Comprehensive Examination, they must focus on the dissertation proposal. The student should successfully defend the dissertation proposal within one calendar year of passing the comprehensive examination. The first step is to select a Dissertation Chair and the other members of the Dissertation Committee. The student consults with the Dissertation Chair regarding the composition of the

committee. The Dissertation Committee must be composed of at least five members of the Graduate Faculty of the University. The Chair of the Dissertation Committee must be a Full Member of the School of Social Work's Graduate Faculty. At least two additional committee members must be members of the School of Social Work Graduate Faculty. At least one, and no more than two, members of the Dissertation Committee must be from another division of The University of Alabama and one can come from another institution. Students should be sure that prospective committee members will be available for the anticipated duration of the dissertation research. The Dissertation Committee should include members who can guide the student's dissertation research, including experts in the student's substantive area of research specialization and experts in the research methods that the student will use, including a statistician if the dissertation research will involve the analysis of quantitative data or a qualitative data analysis expert if the research will involve qualitative or mixed methods.

Faculty members from other universities and other expert individuals may, at times, be appointed to dissertation committees. There should be clear and compelling rationale for such appointments and the faculty member must receive an *Affiliate Appointment* to the Graduate Faculty.

The curriculum vitae of each such proposed Dissertation Committee member must be submitted to the PhD Program Director who will advise the Dean of the School of Social Work to recommend appointment to the Graduate Faculty to the Dean of the Graduate School.

The composition of the proposed Dissertation Committee must be approved by the PhD Program Director, the Dean of the School of Social Work, and the Dean of the Graduate School. To compose or change the composition of the Dissertation Committee, the student does this through the Graduate Student Portal.

The dissertation is the major scholarly endeavor of the PhD experience. A broad range of subjects and methods can be used in the dissertation. All dissertations, however, should focus on issues of concern to social work so that the findings will have meaning and implications for social work. The dissertation is expected to contribute knowledge and to demonstrate the student's technical research skills and her or his mastery of the subject matter in the chosen area of specialization. The following list offers examples (but by no means constitutes an exhaustive list) of the range of dissertation options that would usually be considered appropriate. Exploration of the database *ProQuest Dissertations and Theses Global* using the search term "social work" offers insights to potential inquiry paths.

- **Social Policy or Program Evaluations.** Evaluations of on-going programs and existing policies using administrative records, field studies, interviews, survey data, or some combination of these and other types of data.
- **Case Studies.** Intensive analyses of persons, social groups, organizational components, or communities, with an emphasis on depth rather than breadth.
- **Theory Generation.** Use of qualitative methods, e.g., grounded theory, to generate theory.
- **In-depth Exploration.** Use of qualitative methods to explore conduct in-depth investigations of phenomena, concepts, ideas, and/or experiences.
- **Hypothesis-Formulation Studies.** Exploratory research of a quantitative or qualitative nature on problems or issues with little or no previous study. The goal is to formulate theories and hypotheses for future research. The state of development of relevant theory will determine the appropriate designs to be used.

- **Hypothesis-Testing Studies.** Research on problems that have received sufficient empirical and theoretical attention for clear hypotheses to be stated in advance. The main goal of the research would usually be to test these hypotheses with systematic quantitative data, as a step in the refinement of knowledge.
- **Methodological Studies.** Development, standardization, and validation of research tools such as scales for measuring phenomena of importance in social work. The constructs investigated in such studies should be grounded in theory.
- **Survey Research.** Use of purposive or random sampling techniques to investigate and/or to estimate the prevalence or intensity of various phenomena of interest to social work. These studies can include epidemiological studies, attitude surveys, and demographic analyses. All would attempt to make inferences about populations based on data collected from samples.

Dissertation Proposal

While the subject matter of proposals may vary greatly, there are certain elements common to all dissertation proposals. The proposal, whether for a monograph dissertation or a three-article dissertation, must have:

1. A clear statement of the research problem or area of investigation.
2. A comprehensive synthesis and summary of the relevant literature and prior research.
3. Unambiguous and comprehensive research procedures including, where applicable, a description of the data to be collected, how the data will be obtained, and a detailed description of how the data will be analyzed. This should include a draft of proposed instruments, interview or question protocols, document audit procedures, and scales. If appropriate, evidence of data availability from archived sources or agency records should be provided.
4. A description of units of observation (subjects, records), how they will be selected and accessed. If data will come from human participants, measures taken to ensure availability and provide for protection of rights and welfare along with informed consent should be described.
5. In the case of multiple-article dissertations, methods should be clearly and thoroughly described for all studies or all parts of the study planned for each article in the dissertation.
6. In the case of multiple-article dissertations, the proposal must include an introduction which introduces the common theme or framework, describes the articles, explains how they are related, and explains their expected significance. There must be connecting language to bridge each planned article description to the next. There must be a summary section that addresses the expected importance of the articles and discusses the potential implications of the overall product. This section should provide a clear description of how the parts of the project fit together.
7. Explication of potential risks or harm to human participants, where applicable, and steps that will be taken to minimize such risks. This will be important when preparing forms for submission to the Institutional Review Board (IRB). All members of the UA community (students, faculty, staff) hold an obligation to adhere to Office of Research Compliance policies and procedures.
8. A timetable, including critical milestones and potential sources of delays.
9. A budget (if needed). This will be particularly important if a subsidy to defray dissertation costs will be requested from the UA Graduate School.
10. Potential results and the potential usefulness of the results for social work.
11. An outline and tentative table of contents for the dissertation.
12. The proposal should be concise and to the point. It should clearly demonstrate that the student has mastered subject matter, methodology, and the logistics of carrying out a major research investigation.

Institutional Review Board

The Office for Human Research Protections (OHRP) of the US Department of Health and Human Services requires that any research that involves the collection of data from human participants must have approval from the UA Institutional Review Board (IRB). Guidelines, forms, and other information can be obtained by calling the Office for Sponsored Programs at (205)348-5152 or visiting the website.

Where students receive approval from the IRB a copy of the certification must be included in the dissertation as the final appendix.

Proposal Defense

When the student and the Dissertation Committee Chair believe the proposal is ready for defense, a Proposal Defense, or formal oral examination, will be scheduled. This meeting should be scheduled through the PhD Program Assistant well in advance, but at a minimum three weeks, of the time set in order for the Program Assistant to reserve space for the Proposal Defense. Copies of the defense-ready dissertation proposal must be provided to all committee members at least two weeks in advance of the oral defense. The student is responsible for presenting her or his dissertation proposal to the Dissertation Committee.

As a "working meeting" between the student and their committee members, the Dissertation Proposal Defense meeting can be conducted in various ways depending on the needs of the student and the preference of the Dissertation Committee Chair. The agenda may include a formal presentation by the student of their proposed project and then a discussion of the proposal by the committee with the student, but the formal presentation is not a requirement (e.g., committee members may be familiar enough with the project that no "reminding" may be necessary via a presentation).

A student, after discussion and agreement by their Dissertation Committee Chair, may invite guests for that portion of the meeting when the student presents details of their proposed project. If guests are invited, they will leave the meeting for the portion of the meeting where the student and the committee discuss the proposal and committee members offer feedback about the project to the student.

As a result of the defense process, the committee may find that the proposal is:

- *Acceptable* (without modification);
- *Acceptable* (with modification); or
- *Not Acceptable*

If the committee finds that the proposal is *Acceptable* (without modifications), the student may proceed with the dissertation research.

If the committee finds that modifications are necessary, the student will be given a list of recommended changes for improvement of the proposal. The Dissertation Chair is responsible for seeing that these changes are made to the satisfaction of the committee. If the committee

finds that the proposal is *Not Acceptable*, the Dissertation Chair will provide the student with a list of reasons for its unacceptability and a record of the Dissertation Committee's vote. This document will be kept in the student file. If the proposal was *Not Acceptable*, the student must schedule another proposal defense.

A successful defense of the proposal is defined as an *Acceptable* vote (with or without modification) by a majority of the Dissertation Committee members. After the defense, a copy of the approved dissertation proposal must be submitted to the Director of the PhD Program. The student should successfully defend the dissertation proposal within one calendar year of passing the comprehensive examinations.

General Outline of a Traditional Monograph Dissertation

The student should work closely with the Dissertation Committee, under the supervision and guidance of the Dissertation Chair. As with dissertation proposals, organization and content of dissertations may vary, especially across methods. Listed below are some suggested headings for chapters.

- **Chapter I. Research Problem.** A description of the question, issue, or phenomenon being investigated, including the research questions being addressed. Definitions of major concepts should be given. The significance of the project to social work should be discussed.
- **Chapter II. Theoretical Considerations.** The relevant literature should be described in detail. A conceptual framework synthesizing several theories or conceptual schemes may be developed. Hypotheses to be tested (if appropriate) should be discussed within the context of the existing literature.
- **Chapter III. Research Methods.** This chapter should contain a complete description of the research methods used in the study. It should be clear that these approaches were a direct result of the questions asked and/or hypotheses tested. The chapter should contain a description of the following:
 - the research design or general plan of approach;
 - sampling strategy, access to units of observation, and any sources of bias;
 - procedures;
 - instruments, scales, record audit procedures, protocols, or questionnaires, including information about properties such as reliability, validity, and inter-coder agreement (as relevant for respective research approaches);
 - data collection procedures;
 - data analysis procedures, and
 - Statement of Institutional Review Board (IRB) approval.
- **Chapter IV. Results.** This section should present a complete description of the findings of the study. It should include a description of the sample, and, if appropriate, a description of how the sample was different from expectations. Findings should be specifically linked to the questions that were asked or the hypothesis that were tested in the research.
- **Chapter V. Interpretation and Summary.** This section should interpret the findings of the study with particular emphasis on the contribution made by the research. It should discuss implications for the profession and for other disciplines, if appropriate. It should also discuss limitations of the research and appropriate next steps in the overall research plan represented by the dissertation.
- **Appendices.** IRB documents, etc.

Three-Article Dissertation Option

For students who choose this option, the dissertation will include three manuscripts or articles. As with traditional dissertations, the work in a three-article dissertation must be based on research completed while the student is enrolled at The University of Alabama. For each article, the student must be the sole author.

The dissertation must reflect the student's original work. Each of the three papers will be of publishable quality, focusing on a single theme or framework. In one of the articles or across all three, the product must include a comprehensive review of the literature, and the dissertation must illustrate an in-depth understanding of the unifying theme or framework. At least two of the articles must be empirical.

The product must include an introduction which introduces the common theme or framework, describes the articles, explains how they are related, and explains their significance. There must be connecting language to bridge each article to the next. There must be a summary section that addresses the importance of the articles, integrates the major findings, and discusses the implications of the overall product.

All parts of the dissertation must conform to the provisions set forth in the *UA Student Guide to Preparing Theses and Dissertations*, except when the circumstances of a specific project require deviation. Articles submitted to journals should follow the style requirements of the particular publications, but for the three-article dissertation, the articles must follow UA Graduate School guidelines with respect to formatting and presentation.

A maximum of one sole-authored article published or accepted for publication prior to the proposal defense may be included in a three-article dissertation. This article must represent work undertaken while the student was enrolled at UA and must be approved by the student's dissertation committee at the time of the proposal defense.

If a previously published article is approved by the committee, the student will be responsible for securing necessary permissions from the copyright holder, as the article will be reprinted as part of the dissertation.

As with traditional dissertations, students choosing this option will work with a dissertation committee of five members. In addition to the considerations included in a traditional review of a dissertation, the committee will be responsible for assessing whether the articles are of publishable quality, evaluating the quality of the integration into a unified theme, and evaluating the quality of the implications. Note also that the dissertation defense will be comprehensive; in addition to the component parts, it will focus on the entire dissertation.

Community-Friendly Dissemination of Dissertation Findings

In addition to the customary dissertation document, students who entered the SSW PhD Program in the Fall of 2020 and later, are required to also create a community-friendly document summarizing dissertation findings and implications. The community-friendly document itself, along with the plan for dissemination, should be included as an appendix to the dissertation.

The "document" could take a variety of forms including, but not limited to: an infographic, website, Facebook page, flyer, short report, slide presentation, video, and/or poster.

It could be distributed to a range of audiences including, but not limited to: research participants, community members, and/or social work students. It could be distributed through a variety of means including, but not limited to: electronic mail, postal mail, in-person meetings or presentations, and/or social media. When applicable, students should consult with research participants and/or community members about the format and distribution method.

The purpose of this requirement is to encourage students to adopt practices consistent with community-engaged research and social work values and ethics. Values reflected in the requirement include: (1) social work research should have relevance to community members, research participants, and others outside academia; (2) research participants and community members should be informed of research findings having relevance to their lives; and (3) research findings should be shared with participants.

Dissertation Defense

Students are responsible for familiarizing themselves with the requirements and expectations laid out by the Graduate School and described in the *Graduate Catalog* related to dissertations, their defense, and other PhD degree requirements (<https://catalog.ua.edu/graduate/about/academic-policies/degree-requirements/#doctoraldegreetext>), including initiation of the Public Notice of Defense Form (visit The Graduate Student Portal).

The student has the primary responsibility for determining their readiness to defend the dissertation. However, the dissertation defense should not be scheduled until the Dissertation Chair and members of the Dissertation Committee have indicated that the dissertation is ready to be defended. When the student, the Dissertation Chair, and the other members of the Dissertation Committee believe the time is right, the student and Dissertation Chair will arrange for the defense of the dissertation. This meeting should be scheduled through the Doctoral Programs Assistant well in advance, but at a minimum three weeks, of the time set in order for the Program Assistant to reserve space for the Defense. At least three weeks in advance of the defense, the Dissertation Chair should inform the PhD Program Director and the PhD Program Assistant, so the date and time of the defense can be publicized internally. Dissertation defenses will take place in Little or Farrah Hall unless compelling circumstances warrant that the defense takes place outside of Little or Farrah Hall (see section on virtual defenses below). Dissertation defenses are public, and thereby publicized, in accordance with University policy.

Copies of the dissertation, in complete and legible form, must be provided to all committee members at least two weeks in advance of the time selected for the oral defense. This version should, in substance and format, be presented as the final report of the dissertation research.

The Dissertation Committee will conduct an oral examination based on the copy of the dissertation the student has provided to them. When the defense is completed, the chairperson will poll the committee members for their recommendation. The decision will be either:

- *Acceptable* (if the committee determines that little or no revision of the manuscript is required).
- *Not Acceptable* (if the committee determines that major revisions are required before the dissertation can be considered acceptable).

In the case of a *Not Acceptable* recommendation, the Dissertation Chair will compile a complete list of detailed instructions/requested revisions from the various committee members, including whether or not another defense should be scheduled. The student should incorporate the recommendations into the dissertation as quickly as possible and, if needed, schedule another defense.

Virtual Defenses

In accordance with Graduate School Policy all members of a student's graduate committee are expected to attend and participate, usually in person, in any oral examination as part of the student's degree program. Traditionally, oral examinations are conducted with the student meeting their committee while gathered in one physical location on campus.

However, the need occasionally arises for virtual participation in the oral examination. Under extenuating circumstances, a virtual defense may be possible based on the discretion of the Dissertation Chair in consultation with the PhD Program Director. In these cases, graduate programs must ensure adherence to the Graduate School policy regarding technical and attendance requirements if any graduate-level oral examination involving the student's partial or entire thesis/dissertation committee includes virtual participation: <https://catalog.ua.edu/graduate/about/academic-policies/degree-requirements/#doctoraldegreetext>

Following Successful Defense of the Dissertation

The PhD Dissertation Chair should alert the PhD Program Director of the successful defense so the Program Director can initiate the Committee Acceptance Form and publicize the successful defense. The notification to the PhD Director needs to include the following information:

- The student's name and email address,
- Date of the defense,
- Manuscript title,
- The name and email address for each regular committee member,
- The name and email address of the committee chair.

After the Dissertation Chair has notified the PhD Director, all committee members can sign the Committee Acceptance Form initiated by the PhD Program Director via the DocuSign process. The PhD Program Director will provide a final signature on the Committee Acceptance Form once the ETD confirmation notification is received by the PhD Program Director from the student.

If the student is unable to complete the dissertation prior to the deadline for regular commencement, the student may defend later in the semester, between semesters, or whenever the Dissertation Committee can be convened. After the successful defense and approval of the dissertation by the Dean of the Graduate School, a Certificate of Degree will be issued to potential employers, as needed. The official degree will be conferred at the next commencement. Other appropriate letters documenting completion of the degree will be written to assist the student in matters related to employment or credentialing.

Submission of the ETD

The final dissertation as approved by the dissertation committee and in the format required for ETDs must be submitted online to the Graduate School through the ProQuest/UMI submission portal. In addition, the student must complete the information about his or her degree and dissertation in the online submission. There is an easy step-by-step process to follow, simply go to the Graduate School ETD web pages to prepare for the process. It is very helpful to familiarize yourself with this process prior the time when you need to engage with this process.

Graduate School Review

The final version of the dissertation must follow the requirements of the Graduate School for the preparation and submission of dissertations as stated in *A Student Guide to Preparing Electronic Theses and Dissertations*, published by the Graduate School and available on-line. **This section of the PhD Handbook contains cautions based on past experiences but does not contain complete information about the process.** The Graduate School provides complete information and students must consult and follow those policies and procedures.

In preparing to submit the dissertation to the Graduate School, the student should pay particular attention to the requirements listed under *Format*. The instructions contained in this section must be followed

exactly. Failure to do this can result in a considerable delay, perhaps even to the next semester.

The results of the defense, and the dissertation, must be in the hands of the Dean of the Graduate School in accordance with Graduate School deadlines. The Graduate School determines the exact calendar deadlines for each semester; these are available online at the Graduate School website for Current Students. The student needs to pay attention to this information well in advance of at the beginning of the semester in which they intend to graduate. **The student should be aware that she/he will be required to register for more dissertation credits if all paperwork is not completed by a certain date.**

The manuscript prepared by each student should be fully proofread and corrected *BEFORE* submission online to the Graduate School. It is the primary responsibility of the student for reviewing and proofing the document before submission. Some students engage external editors to help with this process.

As part of the submission the committee and the student must sign and certify that the electronic copy of the manuscript is a true copy of the final approved version. The PhD Program Director initiates the Committee Acceptance Form for the Electronic Thesis or Dissertation; **the thesis or dissertation cannot be accepted unless this form has been completed via the Graduate School's process.**

Each doctoral candidate must also submit to the Graduate School at the same time as the ETD is submitted a completed Publication Agreement Form. This is the publishing agreement between the student and UA and mirrors the Electronic Publishing Agreement the student completes online as part of the submission to ProQuest/UMI, UA's publishing partners. **Any embargo period selected MUST be the same on both of these publishing agreements; any inconsistencies will result in a rejection of the submission.**

Also, each doctoral candidate is required to complete an online NORC Survey of Earned Doctorates. Again, **unless and until this has been completed, the submission will be deemed incomplete and may be subject to rejection.**

The Graduate School then conducts a final editorial review of each master's thesis or doctoral dissertation to ensure that the general requirements of this manual and the student's style guide have been met. However, the primary responsibility for reviewing a thesis or dissertation has always belonged to the student and the thesis or dissertation committee.

The Graduate School's review focuses on **grammar** and **format** rather than the scholarly content, which is the responsibility of the student and committee.

The Graduate School reviews the following key areas:

- **Organization of the pages** – preliminaries are all present and in the correct order;
- **Format** - print font, margins, and page numbering are all correct;
- **Grammar and spelling** – the Graduate School will review the manuscript for spelling errors and to ensure that the sentences and use of English are grammatically correct;
- **References** – bibliographies will be reviewed to ensure that all references and quotations are included and correctly formatted;
- **Abstract** – this will be read to ensure that it satisfies the Graduate School requirements for length and content;
- **Table of Contents, List of Figures, List of Tables** – these will be reviewed to ensure that wording is consistent between table/list and main body of the manuscript; and

- **Publishing Agreement and Survey of Earned Doctorates** – the Graduate School will ensure that all necessary forms have been completed and signed.

If, in reviewing a manuscript, the Graduate School determines that major corrections must be made, the dissertation will be rejected for a more thorough editing and proofing by the student and the Committee Chair. Thereafter, a changed pdf must be re-submitted using the online electronic submission process.

If the Graduate School requires minor corrections to the dissertation, the student will need to complete these within the deadline set by the Graduate School (typically 10 days) and create a changed pdf file for re-submission.

The student will be notified under either of the above instances via email, please make sure that the email address input to the UMI Administrator is current and valid as **ALL** ETD correspondence will be made using this address.

Once the dissertation has been approved by the Graduate School, the student will also receive confirmation via email.

Publication Requirements

You can make your work available either as soon as it is published under either of the above publishing options or place an embargo (delay) for one of the following periods of time: 6 months, 1 year, 2 years, or 5 years. The decision to place an embargo on your work must be made in conjunction with your committee advisor and funding agency.

Candidates must satisfy publication requirements by having their dissertations published online with ProQuest/UMI and through the University of Alabama Libraries. There is no charge for the Traditional Publishing option with ProQuest, and this is the recommended choice. Students will satisfy the requirement for wide dissemination of their material by publishing the ETD "Open Access" with UA Libraries, for which there is also no charge. Where an embargo period is selected, the student must ensure that the same period is selected with both ProQuest and UA Libraries.

Time Limits for Degree Completion Requirements

Although the UA Graduate School has established a nine-year time-to-degree deadline for PhD students, entering Social Work PhD students have a seven-year internal deadline to complete the degree. Students who reach Year 7 will be held accountable for reaching due dates and deadlines distributed each year. If a student fails to meet a due date or deadline in Year 7, yet wants to pursue degree completion, the student must apply for an extension to the social work degree completion deadline.

To apply for an extension, a student should prepare a statement explaining why an extension is justified and why the student is confident he or she will be able to meet new deadlines if an extension is granted.

The statement must first be approved in writing (e.g., via e-mail) by the student's advisor. Prior to approval, the advisor has the option of convening the full dissertation committee for consultation.

If the extension request is approved by the student's advisor, the statement and advisor's approval should be forwarded to the PhD program director. If the PhD program director approves the extension request, they will work with the School of Social Work registrar to propose new due dates and deadlines. The PhD program director will submit a memo explaining their reasons for supporting an extension, the proposed new due dates and deadlines, the advisor's approval, and the student

statement to the Associate Dean for Academic Programs and the Dean for their approval.

If a request is approved by all parties, the student must agree in writing to meet the newly established due dates and deadlines. After approval and student agreement, if a student fails to meet any due dates or deadlines, the student's registration can be dropped and he or she can be dismissed from the School of Social Work.

No School of Social Work extensions will extend beyond the UA Graduate School's graduation deadline.

Student Progress Requirement

Every spring semester, each student in the PhD Program completes the *Doctoral Student Planning and Annual Review Form* with advisor assistance.

The form is to be submitted to the PhD Program Director, along with current *curriculum vitae*. Together with reports from the student's advisor, instructors of courses the student has taken, and supervisors of the student's graduate research and teaching assistantships, this information provides the basis for an Annual Review of each PhD student's progress in the program conducted by the PhD Program Committee. Attendance by the student at the end of year annual review is mandatory. Attendance by the advisor is highly recommended.

Additional Academic Requirements

Professional Preparedness Review Policy

Members of the School of Social Work community have an obligation to the social work profession to make reasonable efforts to ensure that graduates of its professional programs are emotionally and ethically prepared for the demands of ethical practice. This duty is consistent with the Code of Ethics of the National Association of Social Workers (2.09, 2.10 and 2.11) and with the objectives of our academic programs that require students to "understand the value base of the profession and its ethical standards and principles and practice accordingly."

Therefore, the appropriate program director will consult with any student in his/her respective program who (a) exhibits "impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties" that is deemed by that program director likely to interfere with social work practice effectiveness, or (b) who engages in other behavior proscribed by the National Association of Social Workers. The program chair will (if appropriate) make reasonable efforts to assist the student in resolving behavioral concerns regarding the student's ability to practice effectively and responsibly in the social work profession.

The results of this student/program director consultation may include:

- a) a determination that the alleged behavior does not constitute an ethical violation or impairment serious enough to interfere with practice effectiveness;
- b) the development of a plan for remediation of the behavior while the student continues in the social work program;
- c) the student's temporary withdrawal from the social work program; or
- d) the student's indefinite withdrawal from the social work program.

Academic Misconduct Information

Graduate School information on Academic Misconduct.

Withdrawal and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Students in the UA School of Social Work PhD program must meet the UA Graduate School requirements for good academic standing of a 3.0 grade point average on a 4.0 scale. Failure to meet this standard will result in dismissal from the PhD program.

Note that a grade of "I" (incomplete) should be removed within four weeks during the next term of enrollment. If a student's overall grade point average drops below a "B" as a result of the incomplete, the result could be either an academic warning or dismissal.

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.

Financial Assistance

The PhD program is demanding and, therefore, generally requires taking a break from full-time employment. As a result, there are multiple opportunities to receive financial assistance. Most PhD students receive Graduate Assistantships in the form of Graduate Research Assistantship and Graduate Teaching Assistantship positions, which provide full tuition scholarships, health insurance, and monthly stipends. Others receive fellowships from the Graduate Council or external sources. There are also opportunities for employment as an instructor in the School of Social Work's BSW Programs and as Graduate Research Assistants on externally funded research grants (no separate application for these funding opportunities is necessary as part of the program application process). In recent years, full-time students have received at least three years of financial support (unless other options were available to the student). The PhD Program aims to continue providing support for students for a minimum of three years, given the student's substantial continued progress in the program and the program's adequate financial resources. For more information about financial assistance for graduate students in the School of Social Work, contact the PhD Program Director.

Graduate Assistantships

A limited number of Graduate Assistantships are available for PhD students. Three duties of Assistantships are offered and assigned based on the needs of the School and faculty with acknowledgment of the preferences of the student. Graduate assistants are expected to provide service to a supervisor, usually a faculty member. The School of Social Work typically offers .50 FTE graduate assistantships, although .25 FTE graduate assistantships are possible. A student with a .25 FTE graduate assistantship is expected to provide 10 hours of service per week and receives a 50 percent tuition scholarship, partial payment of health insurance, and a monthly stipend; a student with a .50 FTE graduate assistantship is expected to provide 20 hours of service per week.

and receives a 100 percent tuition scholarship, full payment of health insurance, and a monthly stipend. Any student who has an assistantship may not be employed more than at a .50 status. Graduate School policy does not allow for overloads. Please see the Graduate School policy about the minimum required enrollment for tuition-bearing assistantships or fellowships.

A Graduate Administrative Assistant is assigned to an administrator to assist with some aspects of the School's administration. A Graduate Research Assistant is assigned to a faculty member to assist with research. Duties may include literature searches and reviews, data analysis, drafting of sections of proposals or articles, or any other aspect of research. A Graduate Teaching Assistant is assigned to a faculty member to provide assistance in teaching either a BSW- or MSW-level course. Duties may include developing course activities, grading assignments, giving lectures, leading discussions, or any other aspects of the teaching process. At times, a student may have a .25 teaching assistantship with one professor and a .25 research assistantship with another professor. It is important for the supervisor and the student to be clear about expectations and responsibilities. Students with a GTA may also be assigned to teach independently after completion of the teaching preparation required in the PhD program.

Continuation of Graduate Assistantships at any time is contingent upon continued enrollment in the School of Social Work PhD program, the availability of funding, satisfactory progress toward your degree objectives, remaining in good academic standing (3.0 or better overall GPA), and satisfactorily completing the duties associated with the assistantship.

Students in the School of Social Work PhD Program may hold graduate assistantships administered by other divisions of the University.

Fellowships and Scholarships Administered by the School

Several endowed scholarships are awarded to BSW, MSW, or PhD students at the discretion of the Associate Dean of Educational Programs and Student Services and/or the scholarship committee. Please see the School of Social Work Financial Aid webpage for more information. Typically, scholarships awarded to PhD students are awarded based on student performance in the PhD program. Several scholarships have been established specifically for PhD students.

The Ben Avis Orcutt Fellowship is awarded to a PhD student who has displayed outstanding dedication and commitment to the social work profession. The recipient of the scholarship has the MSW and two years of competent social work practice. To promote doctoral education at the University of Alabama School of Social Work, Dr. Ben Avis Orcutt and others established the Ben Avis Orcutt Endowed Doctoral Fellowship Fund in 1984. Dr. Orcutt served as Professor of Social Work and Director of the Doctoral Program at the University from 1976 until she retired in 1983.

The Ben Avis Orcutt Summer Fellowship Program allows for summer support of doctoral students who would otherwise face hardship in continuing their academic work between the spring and fall semesters when other assistantships and academic employment might be more available. The PhD Program solicits application for these funds during the academic year preceding the summer for which the support would be intended. This Fellowship Program was funded from 2021 through 2025.

The Leslie J. Shellhase Endowed Scholarship for Doctoral Students in Social Work is awarded to an outstanding PhD student. It is specifically intended to provide support for a student who is beginning work on the

dissertation. The late Dr. Leslie Shellhase established the scholarship in 1994 to promote the education of deserving students pursuing a PhD degree in social work at The University of Alabama. Priority consideration for this scholarship is given to students who have been advanced to candidacy for degree. Dr. Shellhase was instrumental in the founding of the doctoral program and served on the Doctoral Program Committee from the time of its inception until he retired.

The Social Work Board of Friends Summer Research and Education Scholarships. Historically, each summer scholarships are awarded to PhD students by the SW Board of Friends. These scholarships require an application. A research scholarship is intended to support a summer writing project. An education scholarship is intended to support summer course work.

Each spring the PhD Program Director notifies students of the application guidelines and due dates.

Fellowships Administered by the Graduate School and External Organizations

A number of fellowships and other awards are administered by the Graduate School and by external organizations. For more information, see the Graduate School's Financial Assistance webpage.

Office of Student Financial Aid

To apply for financial assistance through other sources, students may contact the Office of Student Financial Aid, 106 Student Services Center, (205)348-6756. Assistance can take the form of scholarships, grants, or loans.

Conference Attendance and Research Funding

School of Social Work (SSW) PhD students can receive funding to partially cover costs for travel to academic conferences and to support research endeavors. Pending the availability of funding, students can apply to receive:

- Up to \$1,000 (combining SSW and Graduate School funds) when presenting at a conference for one conference in the academic year;
- Up to \$700 per academic year from the SSW when presenting at a conference for up to two additional conferences in the academic year (dependent on availability of funding);
- Up to \$500 (from SSW only) for conference registration and partial costs for travel to an academic conference when not presenting for one conference in the academic year. Please note that funding requests to support presentations will take priority over those for attendance only.

Research Funding: SSW PhD Students can receive funding to defray costs of research up to \$600 (combining Graduate School and School of Social Work match funds). For Research Awards, priority goes to pre-dissertation or dissertation research. Funds may be used for travel related to data collection and exploratory research or for the processing of data or equipment.

See the PhD Program Toolkit linked on the PhD Program Website for application procedures.

Interdisciplinary Programs

Interdisciplinary Studies (p. 803)

Materials Science (MTLS) (p. 810)

Interdisciplinary Studies

- Majors
 - Interdisciplinary Studies, MA (p. 804)
 - Interdisciplinary Studies, MS (p. 805)
 - Interdisciplinary Studies, PhD (p. 807)

Coordinator

- Dr. Andrew Goodliffe, Associate Dean

Unlike other programs at The University of Alabama, the Interdisciplinary Studies Masters and Doctoral programs are administered directly by the Graduate School, not an academic department. Consequently, there is not a pool of research or teaching assistantships available to students in the program. Many full-time Interdisciplinary Ph.D. student do receive assistantship funding from their home department (usually through their advisor). Interdisciplinary Studies students are eligible for Graduate School fellowships. Please see financial assistance (p. 254) page in this catalog for more details.

IDGR597 Non-Thesis Research

Hours 1-6

This independent study course provides master's students the opportunity to engage in research under the direct supervision of a graduate faculty mentor. Students will design, implement, and analyze research projects that contribute to their field of study, focusing on developing expertise in research methodologies, data interpretation, and scholarly writing. This pass/fail course is designed to foster skills and knowledge that support future dissertation work or other scholarly pursuits. Regular progress reports and meetings with the faculty supervisor are required.

IDGR598 Capstone Project Practicum

Hours 3-6

A workplace-based internship or practicum during which the principles learned in Interdisciplinary Master's coursework will be integrated into a real-world setting, to solve a problem (the "capstone project"). Under the supervision of the advisory committee, students will develop and present the results of their Capstone Project in both written and oral form.

IDGR599 Thesis Research

Hours 1-6

This independent research course partially fulfills required research hours toward a Plan I interdisciplinary master's degree. A minimum of 6 thesis research hours are required, at 1-6 hours per semester. The course is conducted under the guidance of the primary advisor, with support from the advisory committee. Material covered will be of an advanced nature aimed at providing students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be focused on readings of research articles and development of research methodology, with the aim of producing an original thesis evidencing research capacity, independent thought, integration of the disciplines represented in the plan of study, and the student's ability to interpret research materials in the student's field.

IDGR601 GTA Assistant Only

Hours 1-12

No description available

IDGR602 GTA Teaching

Hours 1-12

No description available

IDGR603 GRA Research

Hours 1-12

No description available

IDGR604 GA-Student, Admin or Other

Hours 1-12

No description available

IDGR650 Preparing Future Faculty and Scholars

Hours 1

The Preparing Future Faculty & Scholars course is designed to provide Doctoral and MFA students with a series of topics, discussions, and activities that expose them more fully to the realities of post-graduate life inside and outside of academia. Through participation in coursework, workshops, online training, and/or mentoring, this course increases students' awareness of expectations for pre-tenure faculty performance, in addition to the foundational information needed to find, sustain, and enhance their future in academia and/or non-academic careers.

IDGR651 Innovation and Commercialization in Academic Research

Hours 1

This advanced graduate seminar course is designed for doctoral students who aspire to transform their scientific research into marketable innovations. It provides a comprehensive overview of the journey from laboratory discovery to commercial product or service. The curriculum blends theoretical knowledge with practical insights, equipping students with the tools and strategies necessary for successful commercialization.

IDGR698 Non-Dissertation Research

Hours 1-6

This independent study course provides doctoral students the opportunity to engage in doctoral-level research under the direct supervision of a graduate faculty mentor. Students will design, implement, and analyze research projects that contribute to their field of study, focusing on developing expertise in research methodologies, data interpretation, and scholarly writing. This pass/fail course is designed to foster skills and knowledge that support future dissertation work or other scholarly pursuits. Regular progress reports and meetings with the faculty supervisor are required.

IDGR699 Dissertation Research

Hours 1-12

Dissertation Research.

Each Interdisciplinary Studies student is assigned a home department. It is the intention of the Graduate School that this student is given the same access to departmental resources as any other student in that department. In addition to the traditional departmental resources, it is intended that all Interdisciplinary Studies students take full advantage of professional development resources offered through the Graduate School and other units on campus.

Interdisciplinary Studies, MA

The goal of the Interdisciplinary Studies MA program is to train bachelor's degree recipients in new and emerging areas that lie at the intersection of two or more disciplines. A student can tailor the program to their professional goals and interests. The Interdisciplinary Studies MA program is intended for those whose degree goals are focused in the arts and humanities. Upon completion of the program, graduates will be able to critically examine multiple sources of information, formulating responses to particular problems or questions. They will be able to demonstrate communication skills relevant to their disciplinary focuses and show competence in the processes of inquiry, at a level appropriate to a master's degree.

Participants in the program can choose to follow a thesis (Plan I) or non-thesis (Plan II) track. Those following the thesis track must demonstrate their ability to articulate and address a research question utilizing appropriate methodologies. Non-thesis students must complete a Capstone Project. Through this project, they must demonstrate leadership and problem-solving skills relevant to their professional field. The Capstone Project can involve a graded internship.

The Interdisciplinary Studies MA as a Vessel Degree

Students who have earned one or more graduate certificates as non-degree-seeking students may be able to apply their certificates toward the Interdisciplinary Studies master's degree. In this situation, related graduate certificates are connected to a coherent master's degree through a Capstone Project.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. 3 letters of recommendation
2. A CV/resume.
3. The answers to four directed questions (used in place of a Statement of Purpose)
 - What are the academic disciplines at The University of Alabama from which you propose to draw classes? If you are applying to complete this program online, these classes must be available at the graduate (masters/doctoral) level in online format.
 - Describe your academic and/or professional preparation and how this relates to the Interdisciplinary Master's program that you envision.
 - Describe the personal and/or professional goals that you wish to achieve by completing the Interdisciplinary Master's program.
 - The final stage of the Interdisciplinary Master's program involves a thesis or project that pulls together the different types of expertise you will have acquired. If you have an idea now about the potential focus of that thesis or project – a question you might explore or a problem you might solve - please briefly describe that idea. (We recognize that this idea may evolve during the course of your studies.)

Upon submission, the Graduate School will form an application review committee comprising graduate program directors from the two to three departments identified in your statement of purpose. If there are questions regarding the statement of purpose or program/career goals, the applicant will be contacted for clarification. The initial review

committee will make the admission recommendation to the Graduate School.

Post-Admission

On admission, students will be assigned to a home department. Students will form an advisory committee representative of two to three disciplines involved in the Plan of Study. This committee, led by the primary advisor, who is from the home department, will work with the student to formulate the Plan of Study. The Plan of Study will include the decision of whether to follow Plan I (thesis option) or Plan II (Capstone Project option). The Plan of Study will also include the advisory committee's decision regarding the format of the comprehensive exam, Capstone Project, and/or the thesis defense. Students pursuing the thesis option will be encouraged to take a research methods or theory course in one of the participating departments during their first semesters. Advisors may wish to have students enroll in an independent study course during the first semester, during which they create an in-depth proposal to be approved by the advisory committee.

Curricular Requirement

The Interdisciplinary MA requires the completion of 30 semester hours

Thesis Option

Elective Courses		Hours
Elective Courses		24
IDGR 599	Thesis Research	6
Total Hours		30

Non-Thesis Option

Code and Title		Hours
Elective Courses		24-27
IDGR 598	Capstone Project Practicum	3 to 6
Total Hours		27-33

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Comprehensive Exam/Capstone

The content and administration of the comprehensive exam are the responsibility of the Advisor and the Advisory Committee and are determined post admission (preferably before the start of classes). Typically the format of the comprehensive examination will follow that described in the Graduate Catalog for the home department. The comprehensive examination can be retaken once. The Advisory Committee Chair must inform the Graduate School of the results of the comprehensive exam.

The Capstone Project is the culminating experience of the non-thesis path. The Capstone Program will consist of a written report and a presentation, public performance, exhibition, or other product that can be assessed by the three-member faculty committee. This assessment will constitute the final examination.

Fieldwork/Practicum/Internship Requirements:

Students who choose to pursue the Capstone Project option may opt to enroll in credit-bearing or non-credit-bearing internships or practicums (IDGR 598 Capstone Project Practicum). These work-based learning activities may be, but are not required to be, related to their current field

of employment. The internship or practicum would provide the real-world data and experience for the research and defense of the Capstone Project.

Plan I – Thesis Process Requirements

Students electing the Thesis option (Plan I) will follow Graduate School guidelines for all such programs, naming an advisory committee consisting of two co-directors and a third member drawn from one of the participating disciplines. All members must be approved as graduate faculty by the Dean of the Graduate School. The thesis must involve a written manuscript and a final oral defense. The results of the defense must be reported promptly to the Dean of the Graduate School on appropriate forms. A student may take the final oral examination only twice. Failing the examination twice results in dismissal from the degree program and the Graduate School.

Human Subjects: If human subjects are involved, the student and his/her Advisor/Chair are responsible for complying with the Institutional Review Board requirements before beginning research.

Plan II – Non-Thesis Process Requirements

Non-thesis students will enroll in 3-6 hours of IDGR 598 Capstone Project Practicum (or the 598 course of one of the participating departments) while carrying out the requirements of the Capstone Project. These courses will constitute part of the 30-hour coursework requirement of Plan II. The final assessment for the Capstone Project must take place at least two weeks before the date of graduation, and the results reported promptly to the Dean of the Graduate School on appropriate forms. A student may take the final examination only twice. Failing the examination twice results in dismissal from the degree program and the Graduate School.

Time Limits for Degree Completion

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

In order to continue in the program students must have an approved plan of study by the end of their first semester in the program.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence.

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation.

Interdisciplinary Studies, MS

The goal of the Interdisciplinary Studies MS program is to train bachelor's degree recipients in new and emerging areas that lie at the intersection of two or more disciplines. A student can tailor the program to their professional goals and interests. The Interdisciplinary Studies MS program is intended for those whose degree goals are focused in the STEM fields. Upon completion of the program, graduates will be able to critically examine multiple sources of information, formulating responses to particular problems or questions. They will be able to demonstrate communication skills relevant to their disciplinary focuses and show competence in the processes of inquiry, at a level appropriate to a master's degree.

Participants in the program can choose to follow a thesis (Plan I) or non-thesis (Plan II) track. Those following the thesis track must demonstrate their ability to articulate and address a research question utilizing appropriate methodologies. Non-thesis students must complete a Capstone Project. Through this project, they must demonstrate leadership and problem-solving skills relevant to their professional field. The Capstone Project can involve a graded internship.

The Interdisciplinary Studies MS as a Vessel Degree

Students who have earned one or more graduate certificates as non-degree-seeking students may be able to apply their certificates toward the Interdisciplinary Studies master's degree. In this situation, related graduate certificates are connected to a coherent master's degree through a Capstone Project.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. 3 letters of recommendation
2. A CV/resume.
3. The answers to four directed questions (used in place of a Statement of Purpose):
 - What are the academic disciplines at The University of Alabama from which you propose to draw classes? If you are applying to complete this program online, these classes must be available at the graduate (masters/doctoral) level in online format.
 - Describe your academic and/or professional preparation and how this relates to the Interdisciplinary Master's program that you envision.
 - Describe the personal and/or professional goals that you wish to achieve by completing the Interdisciplinary Master's program.
 - The final stage of the Interdisciplinary Master's program involves a thesis or project that pulls together the different types of expertise you will have acquired. If you have an idea now about the potential focus of that thesis or project – a question you might explore or a problem you might solve – please briefly describe that idea. (We recognize that this idea may evolve during the course of your studies.)

Upon submission, the Graduate School will form an application review committee comprising graduate program directors from the two to three departments identified in your statement of purpose. If there are questions regarding the statement of purpose or program/career goals, the applicant will be contacted for clarification. The initial review

committee will make the admission recommendation to the Graduate School.

Post-Admission

On admission, students will be assigned to a home department. Students will form an advisory committee representative of the two to three disciplines involved in the Plan of Study. This committee, led by the primary advisor, who is from the home department, will work with the student to formulate the Plan of Study. The Plan of Study will include the decision of whether to follow Plan I (thesis option) or Plan II (Capstone Project option). The Plan of Study will also include the advisory committee's decision regarding the format of the comprehensive exam, Capstone Project, and/or the thesis defense. Students pursuing the thesis option will be encouraged to take a research methods or theory course in one of the participating departments during their first semesters. Advisors may wish to have students enroll in an independent study course during the first semester, during which they create an in-depth proposal to be approved by the advisory committee.

Curricular Requirement

The Interdisciplinary MA requires the completion of 30 semester hours

Thesis Option

Elective Courses		Hours
Elective Courses		24
IDGR 599	Thesis Research	6
Total Hours		30

Non-Thesis Option

Code and Title		Hours
Elective Courses		24-27
IDGR 598	Capstone Project Practicum	3 to 6
Total Hours		27-33

Transfer Credit

Graduate School information on Transfer Credit (p. 15).

Comprehensive Exam/Capstone

The content and administration of the comprehensive exam are the responsibility of the Advisor and the Advisory Committee and are determined post admission (preferably before the start of classes). Typically the format of the comprehensive examination will follow that described in the Graduate Catalog for the home department. The comprehensive examination can be retaken once. The Advisory Committee Chair must inform the Graduate School of the results of the comprehensive exam.

The Capstone Project is the culminating experience of the non-thesis path. The Capstone Program will consist of a written report and a presentation, public performance, exhibition, or other product that can be assessed by the three-member faculty committee. This assessment will constitute the final examination.

Fieldwork/Practicum/Internship Requirements:

Students who choose to pursue the Capstone Project option may opt to enroll in credit-bearing or non-credit-bearing internships or practicums (IDGR 598 Capstone Project Practicum. These work-based learning activities may be but are not required to be, related to their current field

of employment. The internship or practicum would provide the real-world data and experience for the research and defense of the Capstone Project.

Plan I – Thesis Process Requirements

Students electing the Thesis option (Plan I) will follow Graduate School guidelines for all such programs, naming an advisory committee consisting of two co-directors and a third member drawn from one of the participating disciplines. All members must be approved as graduate faculty by the Dean of the Graduate School. The thesis must involve a written manuscript and a final oral defense. The results of the defense must be reported promptly to the Dean of the Graduate School on appropriate forms. The form should be submitted when all examinations are completed. A student may take the final oral examination only twice. Failing the examination twice results in dismissal from the degree program and the Graduate School.

Human Subjects: If human subjects are involved, the student and his/her Advisor/Chair are responsible for complying with the Institutional Review Board requirements before beginning research.

Plan II – Non-Thesis Process Requirements

Non-thesis students will enroll in 3-6 hours of IDGR 598 Capstone Project Practicum (or the 598 course of one of the participating departments) while carrying out the requirements of the Capstone Project. These courses will constitute part of the 30-hour coursework requirement of Plan II. The final assessment for the Capstone Project must take place at least two weeks before the date of graduation, and the results reported promptly to the Dean of the Graduate School on appropriate forms. A student may take the final examination only twice. Failing the examination twice results in dismissal from the degree program and the Graduate School.

Time Limits for Degree Completion

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

In order to continue in the program students must have an approved Plan of Study by the end of their first semester in the program.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 15).

Interdisciplinary Studies, Ph.D.

The Interdisciplinary Studies Ph.D. program is designed for highly motivated students whose goals for research and classwork do not fit into one of The University of Alabama department-based Ph.D. programs. There is no such thing as a "typical" IDS Ph.D. student. Students have ranged in age from 22 to 85. Although many Interdisciplinary Studies Ph.D. students pursue their studies full time, others are working professionals who balance their studies with full time employment. As a pre-requisite to admission, IDS Ph.D. students work with the Graduate School to identify faculty members who can help guide the proposed research. The Graduate School also works with prospective students to make sure that we can support your research goals with classes that are offered at The University of Alabama.

To ensure that The University of Alabama can help students achieve research, classwork and career goals, all prospective students must meet with the Graduate School Associate Dean for Admissions, Recruitment, and Fellowships (amg@ua.edu) prior to starting an application for the Interdisciplinary Studies, PhD. The Associate Dean will help prospective students identify a home department, advisor and advisory committee members (a prerequisite for admission).

To be eligible for consideration, prospective candidates must meet the following criteria:

1. A completed master's degree (at the time of admission) or its equivalent from an accredited university.
2. GPA of 3.3 or higher (on a 4.0 scale) or equivalent. If the GPA is less than a 3.3, there must be other areas of strength that demonstrate excellence.

Note: The Interdisciplinary Studies, PhD program is not available to students who have been unsuccessful in previous graduate work.

Admissions

Prospective Interdisciplinary Studies (IDS) Ph.D. students are required to meet with the Graduate School Associate Dean for Admissions, Recruitment and Fellowships to discuss program fit. During this meeting, ideally held prior to application submission, the research, classwork, and career goals of the prospective student are discussed. If the program goals are a good fit with the IDS Ph.D. program, potential advisory committee members will be considered for additional meetings.

In addition to the initial meeting with the Graduate School Associate Dean for Admissions, Recruitment and Fellowships, required application materials include:

1. Transcripts showing a completed master's degree (at the time of admission) or equivalent from an accredited university. GPA of 3.3 or higher (on a 4.0 scale) or equivalent. Admission with Permission to Continue is not permitted for the IDS Ph.D. program.
2. The email addresses of three recommenders.
3. A CV/resumé.
4. Language scores (for non-native English speakers; conditional language admission is not permitted).
5. Statement of purpose. The Statement of Purpose is where the applicant will discuss professional/academic preparation, the reason for choosing The University of Alabama, research goals and intended future career path.

6. A complete IDS Ph.D. form. This will be circulated among the committee members, home department Chair, and prospective student by the Graduate School Associate Dean for Admissions, Recruitment and Fellowships). This form will include:
 - a. A statement of proposed research. This one to two-page document must include:
 - i. The research question that will be addressed
 - ii. The significance of the research
 - iii. A brief literature review describing the present state of the research question
 - iv. The objectives of the research
 - v. The methods that will be used
 - vi. A description of how the proposed research will build on the existing literature, including the gap in the field that will be filled by this research.
 - vii. A clear indication of a minimum of two distinct fields that will be incorporated into the research.
 - b. The names and emails addresses of five Advisory Committee members, including an Advisor/Chair. All committee members must be members of the Graduate Faculty at The University of Alabama. The applicant's Advisory Committee chair is expected to have competence in the proposed major area(s) of study and be willing to devote time to being an academic mentor for the student throughout the Ph.D. program. The Advisory Committee Chair and at least one additional committee member must have experience in directing and supervising doctoral-level research.
 - c. The name of the home department. The home department or program will include the IDS Ph.D. student in the intellectual-social life of the unit, e.g., department mailing lists, colloquia, social functions, etc. The home department may also consider an IDS Ph.D. student for Graduate Teaching Assistant and Graduate Research Assistant appointments, and for office space.
 - d. Proposed course list. In consultation with the Advisory Committee and Advisor/Chair, the prospective IDS Ph.D. student will create a preliminary plan of study. This must include transfer classes (up to half of the required coursework), classes to be taken at The University of Alabama, and dissertation research hours. The following is required:
 - i. A minimum of 36 hours of coursework (not including 18 hours of dissertation research)
 - ii. the majority of the courses must be at the doctoral level
 - iii. the courses should clearly reflect at least two different academic departments
 - iv. the coursework must include a minimum of 15 hours in research methods or research theory and design theory, and/or design courses
 - e. Written explanation (prepared by the proposed Advisor in consultation with the Advisory Committee) explaining how the comprehensive examination requirement will be fulfilled. It is expected that the comprehensive examination for the IDS Ph.D. will be as rigorous and use the same general procedures as the home department. The specifics of the examination (including where the exam will be taken, the number of questions, the number of evaluators, the grading process, the process for reporting results to the student, etc.) will be detailed.

The application materials, once submitted, will be reviewed by the proposed Advisory Committee members.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Code and Title	Hours
Elective Courses	21
Research Methods or Research Theory and Design	15
IDGR 699 Dissertation Research	18
Total Hours	54

The University of Alabama Graduate School requires that IDS Ph.D. students complete a minimum of 36 hours of coursework reflecting two or more distinct academic areas. The coursework should include a minimum of 15 hours in research methods or research theory and design. The majority of this coursework should be at the 600 level. In addition, 18 hours of dissertation research must be completed. All students are encouraged to take AHE 591 Seminar Higher Education if the course is offered during the first 4 semesters of coursework.

Advanced Drug Delivery Concentration

Advanced Drug Delivery Coursework	Hours
Required Courses for the Concentration	
TSM 660 Drug Delivery	4
TSM 661 Imaginary Logic to DD	1
BSC 530 Introduction to Pharmacology	3
BSC 535 Immunology	4
Note: With advisor's approval, listed BSC courses may be replaced with other courses based on previous academic/professional experience and current course offerings.	
Research Methods Courses (required for the concentration)	
POPH 522 Biostatistics	3
TSM 662 Formulations Science Lab	3
TSM 663 Formulations Testing Lab	3
Additional research method courses based on individual research interests	6
Interdisciplinary Elective Courses	12
Biological Sciences Elective Courses	
BSC 521 Pers Gen Med	
BSC 522 Biology of Cancer	
BSC 524 Human Physiology	
BSC 525 Human Physiology Lab	
BSC 526 Computational Biology Lab	
BSC 539 Bch/Molecular Biology Lab	
BSC 541 Developmental Biology	
BSC 542 Integrated Genomics	
BSC 549 Endocrinology	
BSC 550 Fundamentals of Biochemistry	
BSC 551 Bch/Molecular Biology II	
BSC 553 Biochemistry Lab	
BSC 558 Drug Discovery Laboratory	
BSC 594 Signal Transduction Neuroby	
BSC 604 Sci Writing and Presentation	
BSC 656 Microscopical Techniques	
BSC 657 Adv. Tech. Microscopy	
BSC 666 Disease Models and Mechanisms	
Chemistry Elective Courses	
CH 505 Medicinal Chemistry	

CH 626	Surface Analytical Techniques
CH 627	Mass Spectrometry
CH 637	Spectroscopic Techniqua
Chemical and Biological Engineering Elective Courses	
CHE 512	Polymer Materials Engineering
CHE 516	Stem Cell Bioengineering
CHE 518	Tissue Engineering
CHE 545	Intro to Biochemical Engr
Population Health Elective Courses	
POPH 523	Basic Epidemiology
POPH 623	Advanced Epidemiology
Nutrition Elective Courses	
NHM 558	Nutr Prev Trtmt Chron Disease
NHM 561	Adv. Vitamins and Minerals
NHM 562	Metabolism of Energy Nutrients
NHM 601	Contemp Research Nutrition Sci
NHM 611	Nutritional Neuroscience
Management Elective Courses	
MGT 582	New Venture Development
MGT 633	Entrepreneurship Research
Higher Education Elective Courses	
AHE 505	Grant/Project/Res in HigherED
AHE 591	Seminar Higher Education
AHE 601	Professional Sem High Ed
Nursing Elective Courses	
NUS 766	Epidemiology
Physics Elective Courses	
PH 511	Biophysics
Psychology Elective Courses	
PY 608	Introduction To Ethics
PY 629	Biological Bases of Behavior
PY 630	Affective Neurophysiology
PY 648	Cognitive Development
PY 694	Behavioral Medicine
Math Elective Courses	
MATH 538	Topics in Mathematics
Note: Choose a minimum of 12 credit hours of interdisciplinary electives based on individual research interests, and advisor's approval	
Dissertation Research	
IDGR 699	Dissertation Research
Total Hours	

As stated above, the Interdisciplinary Studies PhD program requires all students to have (a) coursework from two or more distinct academic areas, (b) at least 18 hours of dissertation research, (c) a minimum of 15 hours in research methods or research theory and design, and (d) a majority of courses at the 600 level (<https://catalog.ua.edu/graduate/interdisciplinary-program/interdisciplinary-studies/phd/#requirementstext>).

The proposed list of coursework for the Advanced Drug Delivery concentration meets these requirements. Coursework is from multiple academic areas across campus. Required courses are from the College of Community Health Sciences and Biological Sciences. The research methods coursework requires 9 hours of classes from the

College of Community Health Sciences and 6 additional hours from Biological Sciences, Chemistry, Engineering, or other disciplines. The interdisciplinary electives are from eleven programs across campus. The interdisciplinary nature of this concentration is also reinforced through its participating faculty (listed below) and support from multiple departments across campus (see attached letters of support).

Participating Faculty

College of Community Health Sciences

Arora, Meenakshi
Ganugula, Raghu
Kumar, M. N. V. Ravi

Department of Biological Sciences

Caldwell, Guy
Caldwell, Kimberly
Chtarbanova-Rudloff, Stanislava
Ciesla, Lukasz
Kim, Brandon

Department of Chemical & Biological Engineering

Bao, Yuping
Kim, John
Rao, Shreyas
Zhao, Chao

Department of Computer Science

Gong, Jiaqi (Jackey)

Department of Chemistry and Biochemistry

Ghosh, Ayanjeet

Department of Human Nutrition and Hospitality Management

Crowe-White, Kristi
Park, Han-A

Department of Civil, Construction and Environmental Engineering

Clement, Prabhakar
Jiang, Daqian

Transfer Credit

Up to half of the required graduate, coursework hours may be transferred from other institutions with the approval of the Advisory Committee.

Doctoral Plan of Study

For IDS Ph.D. students, an initial Plan of Study was established during the admission process in consultation with the Advisory Committee and Advisor/Chair. Any changes to the Plan of Study require the approval of the Advisory Committee and Advisor/Chair.

See the Graduate School Policy on Doctoral Plan of Study (p. 21).

Comprehensive Exam

The content and administration of the comprehensive exam are the responsibility of the Advisor and Advisory Committee and are determined at the time of admission. The comprehensive examination is taken just before the completion of all coursework. The comprehensive

examination can be retaken once. The Advisory Committee Chair must inform the Graduate School Associate Dean for Admissions, Recruitment, and Fellowships of the results of the comprehensive exam and submit the completed IDS Comprehensive Examination Rubric.

Admission to Candidacy Requirements

When the Advisory Committee, using the Admission to Candidacy form, certifies to the Graduate School that the comprehensive exam has been passed and all other requirements set out in the Plan of Study (except the completion of dissertation research hours) have been satisfactorily completed, the Graduate School admits the student to candidacy.

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 21).

Dissertation Requirements

Human Subjects: If human subjects are involved, the student and his/her Advisor/Chair are responsible for complying with the Institutional Review Board requirements before beginning research.

Committee: The Advisory Committee formed on admission to the program continues to serve for the duration of the program.

Dissertation Proposal: The purpose of the dissertation proposal defense is to evaluate the potential of the student to complete the dissertation research project. It comprises an oral presentation of a written dissertation proposal, focusing on areas relevant to the dissertation research. The dissertation proposal defense may be retaken once. All Advisory Committee members must be in attendance for the duration of the defense. The Advisory Committee Chair must inform the Graduate School Associate Dean for Admissions, Recruitment, and Fellowships of the results of the dissertation proposal.

Dissertation Research Hours: Interdisciplinary PhD students are not permitted to enroll in dissertation research hours (IDGR 699) prior to admission to candidacy. The required 18 credit hours must be taken as IDGR 699. Any IDGR 699 hours taken must be accompanied by a syllabus that includes: 1) specific learning outcomes for the semester; and 2) how the learning outcome must be satisfied to earn a passing grade. The instructor of record (normally the Advisor) must upload the syllabus to The University of Alabama Simple Syllabus site.

Final Oral Examination: The final oral exam for the Ph.D. is administered and evaluated by the Advisory Committee. The Graduate School must be notified of the date of the oral examination at least one month in advance. Final oral examinations are open to the University community. The examination must be scheduled such that a representative from the Graduate School can attend. The Committee Advisor/Chair should inform the Associate Dean of the Graduate School of the results of the final oral exam using the Doctoral Final Defense form and submit a completed IDS Final Oral Examination Rubric.

Submission of Dissertation: An outcome of the final oral examination is almost always additional edits to the dissertation. It is at this stage that Interdisciplinary Ph.D. students are encouraged to use a copy editor to ensure that the final dissertation meets the requirements of the Graduate School. Approval of the final version of the dissertation by the committee is indicated by the completion of the Committee Acceptance Form by the advisor. The student must upload a PDF-formatted version of the final dissertation to ProQuest. Should additional edits be required, the Graduate School will contact the student.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 15).

Student Progress Requirement

Degree Progression: Interdisciplinary Studies Ph.D. students must ensure that coursework is completed in a timely manner and that satisfactory progress is made towards completing all degree requirements (coursework, comprehensive exam, admission to candidacy, dissertation proposal, dissertation research, and final oral examination). All requirements must be completed within the time limits specified in the Graduate Catalog at the time of admission.

Candidacy: It is expected that full-time students will have advanced to candidacy by the beginning of the third year in the program. Failure to advance to candidacy before the end of the fourth year in the program is grounds for dismissal.

Dissertation Proposal: The dissertation proposal requirement must be fulfilled no later than one year after advancement to candidacy. Failure to complete this requirement within one year of advancement to candidacy is grounds for dismissal.

Advisory Committee Meetings: During each year of the program, there must be at least one meeting between the student and the Advisory Committee to review progress. The student is responsible for scheduling this meeting such that all members can be in attendance either in person or virtually (e.g. via Zoom). Individual meetings or communications via email cannot be used as a substitute for this meeting.

Annual Report: Each Interdisciplinary Studies PhD student will, in collaboration with their Advisor, prepare an annual written summary of progress towards degree requirements. This report will be due to the Associate Dean for Admissions, Recruitment and Fellowships (amg@ua.edu) on the Monday following finals week each year.

Annual Meeting: Following submission of the progress report, the student will schedule a 60 minute meeting (to be attended by the student, Advisor, and Associate Dean for Admissions, Recruitment and Fellowships (amg@ua.edu)). This meeting must be completed by the end of May each year.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 244).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 255).

Grades and Academic Standing

Graduate School information on Grades and Academic Standing (p. 28).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Materials Science (MTLS)

The University of Alabama (UA), The University of Alabama at Birmingham (UAB), and The University of Alabama in Huntsville (UAH) offer a joint interdisciplinary program leading to a doctor of philosophy degree in materials science. The PhD program in materials science is coordinated by the Tricampus Materials Science Coordinating Committee. On each campus, the program is administered by the Campus Materials Science Program Committee.

For practical purposes, students will matriculate at a single campus. Once the student chooses a campus, that campus becomes the home campus, and the student's records will be managed by the graduate school on that campus. However, once registered at one campus, a student is free to pursue, with minimum barriers, coursework or research opportunities at the other University of Alabama System campuses. Some courses may require travel to the other campuses, alternately some courses are offered online.

At all three universities, the interdisciplinary PhD program in materials science draws on various colleges and academic divisions. At UA, the program is supported by departments in both the College of Arts and Sciences and the College of Engineering. At UAB, the Schools of Medicine, Dentistry, and Optometry are involved, as are the School of Engineering and the School of Natural Science and Mathematics. At UAH, the College of Engineering and the College of Science participate in the program. The degree awarded to each successful candidate is the PhD Degree in Materials Science.

- Majors
 - Materials Science (Ph.D.) (p. 810)

UA Program Director

- Professor Mark L. Weaver

Materials Science, Ph.D.

Doctor of Philosophy in Materials Science

The Materials Science PhD Program is an interdisciplinary, interdepartmental, and intercampus doctoral program linking the three universities that comprise the University of Alabama System – the University of Alabama (UA), in Tuscaloosa, the University of Alabama at Birmingham (UAB), and the University of Alabama in Huntsville (UAH) – through the Tri-Campus Materials Science PhD Program.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. A CV/resume
2. Three (3) letters of recommendation

Approved Shared Content from /shared/grad-admission-criteria/
Last Approved: Apr 23, 2024 12:18pm

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Per UA Graduate School requirements, enrolled doctoral students must complete a minimum of 48 coursework hours, of which 80% or 38 credits must be grade-based and 20% or 10 credits pass/fail, and 24 hours of dissertation research. Graded courses must be in the 5xx/6xx level; pass/fail courses may include department graduate seminar enrollment, non-dissertation research credit, etc.

The materials science program requires a minimum of 6 credits (two courses) in each of the three themed topic areas:

1. Structure and Properties of Materials
2. Characterization and Testing
3. Thermodynamics and Processing.

Of the coursework credits, an enrolled doctoral students must take a minimum of 6 credits (i.e., two courses) outside of their home department to ensure an interdisciplinary education.

Core/Required Courses	Hours
Core/Required Courses	
Structure and Properties of Materials	6
Characterization and Testing	6
Thermodynamics and Processing	6
Elective Courses ¹	30
Dissertation Research	24
Total Hours	72

¹ Courses must be advisor approved. At least 6 elective hours must be from outside the student's home department

Transfer Credit

Transfer credit requests are evaluated by the Graduate School and the Graduate Program Coordinator and follow Graduate School policy.

Doctoral Plan of Study Requirement

Please see the Graduate School Policy on Doctoral Plans of Study

Comprehensive/Qualifying Exams

After completing the core competency course requirements, the student is now eligible to complete the Dissertation Proposal Examination. The guidelines for the proposal examination are as follows:

1. The student will prepare and present a research proposal to the graduate committee that integrates the graduate course work and a literature review of the topic that demonstrates scholarly proficiency and capacity for independent, original investigation in his/her specialized field of research. This proposal should be given to the committee within two semesters after completing the core competency course requirements. This should be completed in less than three years of continuous graduate school attendance.
2. The research proposal will be written following the current National Science Foundation (NSF) grant proposal guidelines. Prior work completed in the lab by the student should be used sparingly. **The proposal is not a summary of research completed but is an accounting of what is being planned.**
3. The proposal is given to the supervisory committee **a minimum of three (3) weeks before the scheduled oral defense date** whereupon the student will answer questions related to relevant course work and the research proposal which satisfies the oral examination requirement for the doctoral degree examination.

4. The committee will read the proposal and each committee member can provide up two (2) written questions within ten (10) days of receiving the proposal. These questions provide the written portion of the doctoral degree exam. The committee chair will coordinate the collection of these questions, assemble them, and then disseminate them to the student. These questions are based upon fundamental materials science principles that can be derived from the proposal and prior course work in the plan of study. **The student will provide a written response to each question and submit them to the committee chair within five (5) days of receiving them.** The committee chairperson will then disseminate the student answers to the committee members for evaluation. As a courtesy to the committee, the primary advisor should submit the student responses to the committee at least five (5) days prior to the oral exam date.
5. At the oral examination of the proposal, the student will present a series of slides (which should be numbered) based on the written proposal. It is recommended that the number of slides be no more than twenty (20). This presentation can be open to the public and is recommended to be thirty (30) minutes. At the conclusion of the presentation, the public is excused and the oral examination by the committee members occurs. The closed-door examination is not to exceed ninety (90) minutes. The committee will ask questions related to the topic of the proposal to ascertain the student's competency of the subject, ability to compile information to conduct doctoral-level research, and follow-up questions (if necessary) related to the written responses to the questions previously provided by the committee.

Upon completion of the oral examination, the student will be excused, and the committee will discuss the quality of the student's written proposal and oral responses to the questions centered on the proposal topic as well as responses to the written questions provided earlier. A majority vote of the committee approves the student to candidacy.

If the student does not receive a majority vote, the student is eligible to resubmit a revised proposal, if directed by the committee, and the examination procedure is repeated within the next following semester. If the student is unable to receive a majority vote upon the second proposal examination, the student is ineligible to receive a doctoral degree from the program. If the vote is tied, this is equivalent to not receiving a majority positive vote.

Admission to Candidacy Requirements

To be admitted to candidacy students must successfully pass the MSE Qualifying Exam. An up-to-date Plan of Study detailing courses completed and transferred is required. Students may then start enrolling in Dissertation Research Hours upon attaining candidacy.

Continuous Enrollment Policy

Graduate School Policy

Dissertation Requirements

Students should form their dissertation committee during their first year of enrollment. A doctoral committee requires a minimum of five (5) approved graduate faculty members, with the majority being from the UA campus. The make-up of the committee must also include at least one (1) faculty member from either the UAB and/or UAH campus.

Dissertation submission deadlines, document formatting, and graduate semester enrollment requirements follow the Graduate School calendar and policy including submitting the Public Notice of a Dissertation Defense form at least two-weeks prior to the scheduled dissertation date.

Time Limits for Degree Completion Requirements

Graduate School Policy

Student Progress Requirement

Students are expected to progress through their degree program in a timely manner and with consultation with their advisor.

Additional Academic Requirements

Any ancillary requirements such as graduate teaching (aka practicum), seminar attendance, etc. will defer to the Ph.D. program requirements of the student's home department.

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Academic Grievances Information

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Graduate School Policy

Graduate School Deadlines Information

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Acquisition of Financial Support

Students admitted to the Materials Science PhD program will be affiliated with the academic department of their advising professor. This unit will serve as the student's "home" department. Admission into the Graduate School and the Materials Science PhD program does not include a commitment of financial assistance from the program. Unfortunately, the Materials Science PhD program itself does not have assistantships or fellowships to offer.

Students in good standing in the Materials Science PhD program are generally supported by a graduate research assistantship (GRA) funded through their advisor, a graduate teaching assistantship (GTA) funded by their home academic Department, or by a fellowship which can be internal to UA or from an external source. Each type of assistantship provides an equivalent stipend and benefits along with paid tuition and fees. Funding amounts for fellowships will depend upon the fellowship program in question, but will follow all UA funding guidelines.

Being admitted to the program places the applicant on a list of students who are eligible to receive financial support from the faculty members associated with the program. Should a faculty member have funds, such as a grant or contract, that faculty member may elect to review the listing of accepted students and may potentially reach out to them to assess their availability for enrollment and support. Because faculty funding varies and potential advisors might not review the list in a timely manner, it is recommended that applicants proactively contact potential faculty with whom they have an interest in working (this is best done via email) to inquire whether the faculty member is currently seeking to add a new

student. The prospective student may wish to include their CWID and CV (resume) in that communication.

Applicants in need of financial assistance, but with no financial offers, can apply for deferment of their enrollment for up to one year through the application portal to maintain eligibility for consideration during that period.

Any questions concerning this process should be directed to the admission officer in the graduate school.

Terms of Financial Support:

The terms of financial support depend upon the funding source and the criteria set forth by the applicant's home academic Department.

Fellowship Nominations:

Eligible students who excel in the program may be nominated by the Materials Science program, their advisors, or their home academic department for UA or external fellowships. Nominees are selected by the respective entity (i.e., program, advisor, or home department) based upon prospective nominee research productivity, academic performance, and contributions. Fellowship recipients are guaranteed paid tuition and fees, a stipend, and benefits commensurate with the fellowship applied for and is generally at least commensurate with those provided through GRA or GTA support.

Performance Expectations for Continuing Financial Support:

- The student must be in good academic standing in the Materials Science PhD program.
- The student must remain clear of all infractions outlined under Conditions for Termination of Financial Support
- The student must complete all mandatory annual training and abide by all rules and policies held by The University of Alabama, The UA Graduate School, UA Environmental Health and Safety, and their home department.
- Graduate teaching assistants must adequately perform all duties assigned to them in a timely manner as defined by the instructor of record or their designee for all courses to which the student is assigned teaching, grading, and/or laboratory preparative responsibilities.

Conditions for Termination of Financial Support

Students in the Materials Science PhD program are subject to the Conditions for Termination of Financial Support outlined by their home department. Potential criteria for termination include the following:

- *Dereliction of duty.* Dereliction of duty includes but is not limited to: failure to comply with all UA safety and interpersonal conduct policies; absence from scheduled obligations without prior notification to the instructor of record or designee (for teaching assistants) or the research advisor (for research assistants); or failure to satisfactorily complete all activities associated with the funded position as defined by the instructor of record or designee (for teaching assistants) or by the research advisor (for research assistants) and the student's departmental memorandum of appointment (MOA).
- *Resolved finding of Academic Misconduct.* Penalties, including potential loss of financial support, will be determined with guidance from the UA Graduate School and/or the UA College of Arts and Sciences.
- *Failure to have a department-approved research advisor for more than one semester.* Students without an approved research advisor may not enroll in CH 660 or CH 699 courses and, therefore, cannot proceed toward degree completion. Students without an advisor may be

relegated to the Plan I Master's Program with one additional semester of financial support, at the discretion of the Graduate Director and Department Chair.

- *Loss of good academic standing.* Students not in good academic standing have one probationary academic semester after notification of their change in academic status to return to good academic standing—with the non-passing grade exception noted below. Financial support will be terminated if good academic standing is not restored by the end of the probationary academic semester. Students who earn more than two grades of 'C' or at least one grade of 'D' or 'F' in graduate courses will have a compulsory academic performance review by the Graduate Committee. This review will determine whether the student should continue to receive financial support and/or be dismissed from the program at the end of the semester in which the non-passing grade is earned or at the end of the following semester. A decision will be rendered prior to the end of the semester in which a third 'C' and/or a 'D' or 'F' grade is reported.
- *Insufficient continuous research progress.* The dissertation committee determines by majority vote if a student is making adequate research progress commensurate with their time in the program during required annual reviews. If the committee determines the student is not making adequate research progress, the student will be granted one probationary semester (i.e., academic semester or full summer term) with financial support to remedy productivity deficiencies, as assessed by the dissertation committee. Failure to meet minimum research expectations by the end of the probationary semester will result in immediate termination of financial support and may prompt relegation to the Master's Program, at the discretion of the Graduate Director and Department Chair.

Students should consult the criteria for their home department for details. They can additionally contact the Department Chair or Graduate Director from their home department for specific policies.

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