

**2022-2023 THE UNIVERSITY OF ALABAMA GRADUATE
CATALOG**

TABLE OF CONTENTS

Graduate Catalog	6	Department of Anthropology	226
About UA Graduate Education	6	Anthropology, MA	227
Academic Policies	6	Anthropology, Ph.D.	233
400-Level Courses for Master's Credit	7	Museum Studies Certificate	236
Academic Misconduct	7	Department of Art and Art History	237
Admission Criteria	7	Art History, MA	238
Accelerated Master's Program (AMP)	13	Studio Art, MA	240
Application	16	Studio Art, MFA	242
Continuous Doctoral Research Registration	17	Department of Biological Sciences	244
Course-Numbering System	17	Biological Sciences, MA	245
Degree Requirements	18	Biology, MS	247
Graduate Course Inventory	28	Biology, Ph.D.	254
Joint, Cooperative and Shared Graduate Programs	202	Marine Science, MS	262
Records Maintenance and Disposition	202	Department of Chemistry and Biochemistry	267
Registration and Assistantships	203	Chemistry, MSC	268
Scholastic Requirements	204	Chemistry, Ph.D.	272
Withdrawals and Leave of Absence	206	Department of Communicative Disorders	274
Medical Withdrawal and Return to Campus	208	Speech Language Pathology, MS	276
Administration and Faculty	210	Department of Criminology & Criminal Justice	283
General Information	212	Criminology & Criminal Justice, MS	283
Academic Common Market	213	Department of English	287
Capstone International Center	213	Creative Writing, MFA	287
Capstone Center for Student Success	216	English as a Second Language, MA	291
Division of Academic Outreach	216	English, MA	292
Financial Assistance	217	English, Ph.D.	295
Grievance Procedure (Faculty Handbook)	219	Department of Gender and Race Studies	303
Housing and Dining Options	219	Post-Master's Certificate in Women's Studies	304
Libraries at The University of Alabama	219	Women's Studies, MA	305
Military Programs	221	Department of Geography	309
Office of Disability Services	222	Geographic Information Systems Certificate	310
Office of Information Technology	222	Geography, MS	310
Research Agencies	223	Geography, Ph.D.	314
Student Health Center and Pharmacy (SHC)	223	Department of Geological Sciences	317
Tuition and Other Expenses	223	Geology, MS	318
Veterans Services	224	Geology, Ph.D.	321
Withdrawal From the University	224	Department of History	327
Workshop for New Graduate Teaching Assistants	225	History, MA	328
College of Arts and Sciences	225	History, Ph.D.	330
Department of American Studies	225	Department of Mathematics	332
American Studies, MA	225	Applied Mathematics, PhD	333

Mathematics, MA	334	Operations Management, MS	434
Mathematics, Ph.D.	338	Operations Management, Ph.D.	435
Department of Modern Languages and Classics	340	Department of Management	437
German, MA	342	Management, MA	437
Romance Languages, MA	345	Management, Ph.D.	440
Romance Languages, Ph.D.	352	Department of Marketing	442
School of Music	356	Marketing, MS	443
Music, DMA	357	Marketing, Ph.D.	444
Music, MM	360	College of Communication and Information Sciences	446
Department of Physics and Astronomy	364	Department of Advertising and Public Relations	450
Physics, MS	365	Advertising and Public Relations, MA	452
Physics, PhD	370	Digital Communication Certificate	454
Department of Political Science	372	Department of Communication Studies	454
Political Science, MA	373	Communication Studies, MA	455
Political Science, Ph.D.	377	Department of Journalism & Creative Media	458
Public Administration, MPA	384	Journalism & Media Studies, M.A.	459
Department of Psychology	388	School of Library and Information Studies	463
Psychology, MA	390	Archival Studies Certificate	464
Psychology, Ph.D.	390	Book Arts Certificate	465
Department of Religious Studies	396	Book Arts, MFA	465
Religion in Culture, MA	397	Library and Information Studies, MLIS	469
Department of Theatre and Dance	402	Communication & Information Sciences (CIS), PhD	473
Dance, MFA	404	College of Community Health Sciences	480
Theatre, MFA	406	Department of Community Medicine and Population Health	482
Manderson Graduate School of Business	410	Population Health Sciences, MS	482
Business Administration, MBA	410	Department of Family, Internal and Rural Medicine	485
Executive Masters of Business Administration, EMBA	414	Rural Community Health, MS	485
Culverhouse School of Accountancy	416	College of Education	488
Accounting, MMA	416	Department of Curriculum & Instruction	497
Accounting, Ph.D.	417	Literacy Research, Theory, and Pedagogy Certificate	498
Tax Accounting, MTA	419	Curriculum and Instruction, Ed.D.	499
Department of Economics, Finance, and Legal Studies	420	Curriculum and Instruction, Ph.D.	501
Finance, MS	421	Elementary Education, Ed.S.	503
Finance, Ph.D.	422	Elementary Education, MA	505
Quantitative Economics, MA	424	Secondary Education, Ed.S.	509
Quantitative Economics, Ph.D.	425	Secondary Education, MA	514
Department of Information Systems, Statistics and Management Science	427	Department of Educational Leadership, Policy, and Technology Studies	523
Applied Statistics, MS	428	College Teaching Certificate	525
Applied Statistics, Ph.D.	429	Educational Leadership, Ed.D.	526
Business Analytics, MSBA	431	Educational Leadership, Ed.S.	529
Management Information Systems, MS	432		

Educational Leadership, MA	532	Civil Engineering, MS	628
Educational Leadership, Ph.D.	535	Civil Engineering, Ph.D.	634
Higher Education Administration, Ed.D.	537	Environmental Engineering, MS	640
Higher Education Administration, MA	539	Department of Computer Science	645
Higher Education Administration, Ph.D.	540	Computer Science, MS	646
Instructional Leadership, Ed.D.	541	Computer Science, Ph.D.	651
Instructional Leadership, Ph.D.	543	Department of Electrical and Computer Engineering	658
Instructional Technology Certificate	546	Electrical Engineering, MS	658
Instructional Technology, MA	546	Electrical Engineering, Ph.D.	663
Social and Cultural Studies Certificate	547	Department of Mechanical Engineering	666
Department of Educational Studies in Psychology, Research Methodology, and Counseling	548	Mechanical Engineering, MS	668
Counselor Education, Ed.S.	549	Mechanical Engineering, Ph.D.	671
Counselor Education, Ph.D.	551	Department of Metallurgical and Materials Engineering	673
Counselor Education: Clinical Mental Health Counseling, MA	551	Materials/Metallurgical Engineering, Ph.D.	674
Counselor Education: Rehabilitation Counseling, MA	555	Metallurgical Engineering, MS	674
Counselor Education: School Counseling, MA	558	College of Human Environmental Sciences	674
Educational Psychology, Ed.S.	562	Department of Clothing, Textiles, and Interior Design	676
Educational Psychology, MA	567	Department of Consumer Sciences	676
Educational Psychology, Ph.D.	569	Conflict Resolution Certificate	677
Educational Research, Ph.D.	572	Consumer Sciences, MS	678
Qualitative Research Certificate	574	Department of Health Science	679
Quantitative Research Certificate	575	Athletic Training, MSAT	680
School Psychology, Ph.D.	576	Health Education & Promotion, MPH	685
Department of Kinesiology	581	Health Education & Promotion, Ph.D.	688
Kinesiology, MA	582	Health Studies, MA	700
Kinesiology, PhD	587	Department of Human Development and Family Studies	704
Department of Music Education	590	Human Development and Family Studies, MS	705
Department of Special Education and Multiple Abilities	598	Department of Human Nutrition and Hospitality Management	707
Special Education, Ed.D.	599	Hospitality Management, MS	709
Special Education, Ed.S.	602	Human Nutrition, MS	711
Special Education, M.A.	604	Human Nutrition, Ph.D.	715
Special Education, Ph.D.	612	Human Environmental Sciences, MS	720
College of Engineering	613	Capstone College of Nursing	721
Department of Aerospace Engineering and Mechanics	613	Doctor of Nursing Practice (DNP)	730
Aerospace Engineering and Mechanics, MS	615	Family Nurse Practitioner Certificate	735
Aerospace Engineering and Mechanics, Ph.D.	617	Nursing Science, Ph.D.	737
Department of Chemical and Biological Engineering	617	Nursing, MSN	742
Chemical Engineering, MS	618	Psychiatric Mental Health Nurse Practitioner Certificate	746
Chemical Engineering, Ph.D.	620	School of Social Work	748
Department of Civil, Construction and Environmental Engineering	627	Social Work, D.S.W.	750
		Social Work, M.S.W.	755

Social Work, Ph.D.	760
Interdisciplinary Programs	765
Interdisciplinary Studies	765
Interdisciplinary Studies, MA	766
Interdisciplinary Studies, MS	768
Interdisciplinary Studies, Ph.D.	769
Materials Science (MTLS)	771
Materials Science, Ph.D.	772
Index	780

GRADUATE CATALOG

About UA Graduate Education (p. 6)
 College of Arts and Sciences (p. 225)
 Manderson Graduate School of Business (p. 410)
 College of Communication and Information Sciences (p. 446)
 College of Community Health Sciences (p. 480)
 College of Education (p. 488)
 College of Engineering (p. 613)
 College of Human Environmental Sciences (p. 674)
 Capstone College of Nursing (p. 721)
 School of Social Work (p. 748)
 Interdisciplinary Programs (p. 765)

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 Title IX Coordinator, Ms. Beth Howard, 107 Burke Hall West, Box 870300, Tuscaloosa, AL 35487-0300, 205-348-5496, gbhoward@ua.edu. All other inquiries and concerns related to discrimination, harassment, or retaliation, except those regarding Section 1557 of the Affordable Care Act, may be directed to Dr. Gwendolyn Hood, University Compliance Officer and Director of the Office of Equal Opportunity Programs, 107 Burke Hall West, Box 870300, Tuscaloosa, AL 35487-0300, 205-348-5855 (Voice), 205-348-5573 (TDD), ghood@alan.ua.edu.

This statement is part of the Equal Opportunity, Non-Discrimination, and Affirmative Action Policy Statement (<https://www.ua.edu/about/policies/files/EE0%20Policy.pdf>).

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. 7)

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. 16)

Continuous Dissertation Registration for Doctoral Students

The student must pursue completion of the dissertation without interruption by enrolling each fall and spring semester of the academic year for at least 3 hours of dissertation research. Read more. (p. 17)

Course-Numbering System

All courses taken for graduate level credit must be taught by a member of the Graduate Faculty. Read more. (p. 17)

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. 18)

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. 202)

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. 202)

Registration and Assistantships

Any graduate student using the assistance of a faculty member or any facility of The University of Alabama in relation to a degree program must be registered in an appropriate course reflecting that activity. Read more. (p. 203)

Scholastic Requirements

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. 204)

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. 206)

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 Office of Academic Affairs' page on Academic Misconduct.

Admission Criteria

The Graduate School makes admission decisions based on a composite of qualitative and quantitative information that include, but are not limited to, the following: the applicant's statement of purpose, letters of recommendation, the academic standing of the student in program(s) in which the applicant has studied, relevant professional activities and achievements, admissions test scores, previous grades, and the recommendation of the faculty in the area to which the applicant is seeking admission. 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 department may set higher admission standards for doctoral students. Not every student whose credentials meet stated quantitative standards is admitted.

An applicant may apply to only two programs at a time and, upon acceptance to each, pursue only two programs at a time. Application to each program will be considered separately. The timeline for each program is based on the admission term for each, the degree completion requirements of each, and so forth. A student who pursues two programs must apply for candidacy and meet the degree requirements for each program. See Degree Requirements (p. 18) for additional information.

Persons are admitted to a specific program of study as specified on the application. A request for a change of program or continuation beyond an original purpose is viewed as a new application and is subject to current procedures and standards.

Admission to graduate studies at The University of Alabama is valid for 12 months after the requested entrance date. In some departments, students must seek pre-approval if they wish to change the entrance date initially requested on their applications. International students requesting a change in their entrance date should also be aware that their TOEFL, IELTS, or PTE scores must be less than two years old at the time of initial enrollment at the University. Should the TOEFL, IELTS, or PTE become more than two years old prior to enrollment, the student will be required to retest and submit an acceptable score prior to enrolling. If a student applies but does not complete any coursework within 12 months of the requested entrance date, a new application and an accompanying appropriate fee must be submitted. If a student enrolls for classes but then fails to register for three consecutive years, the student must reapply for admission.

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.

Additional requirements may be stated in the divisional and departmental sections of this catalog.

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.

A person holding a bachelor's degree (or who is a senior) from a U.S. accredited institution (or the foreign equivalent for an international applicant), 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) that identifies exceptional undergraduates; or 2) they are part of a formal domestic or international agreement (i.e. a 3+2 agreement). The undergraduate path of study must have been approved by the cognate UA academic 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 domestic or international agreement must receive their bachelor's degree from their home institution at the end of the fourth year. If this is not achieved, they will be dropped from the master's degree program.

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 Scholarship, the Director of Graduate Admissions, and the Chair of the department to which the applicant applied.

Types of admission are described below.

Regular Admission

An applicant whose credentials meet both of the following minimum requirements may be considered for regular admission:

1. **GPA requirement:** The applicant must 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.

AND

2. **Entrance exam score requirement:** To be considered for regular admission, an applicant must have a 300 on the GRE, a score at the 50th percentile on the MAT, a 500 on the GMAT, or a score at

the 50th percentile on the MCAT, or a score at the 50th percentile on the Executive Assessment (EA; EMBA only), if required by the department or degree program to which the applicant is seeking admission. (See the departmental sections of this Catalog or contact the Graduate School for specific information.) Admission test scores must be less than five years old. The purpose of an admission test score (i.e. GRE, MAT, GMAT) is to provide a measure of an applicant's potential for success at the graduate level. If an applicant, through obtaining a graduate degree, has shown the ability to succeed at the graduate level, the completion of a graduate degree is used in place of the admission test score requirement as a measure of potential for success. The admission test score is also waived if the prospective department can demonstrate that the applicant has five or more years of experience in a field related to the graduate degree. Individual degree programs may require an admission test score even if the applicant has a master's degree or the required work experience. During the application process the applicant may either request that official test scores be sent directly by the testing agency or the applicant may upload unofficial test scores to the application system. If the applicant provided unofficial test scores during the application review phase, on admission the applicant must request that official test scores be sent directly to The University of Alabama Graduate School by the testing agency.

These are minimum requirements; divisions or departments may set higher standards.

Exceptions to Admissions Policy

Under exceptional circumstances, an applicant may be considered for admission if he or she meets **either** the GPA requirement for regular admission (GPA of 3.0) **or** the entrance exam score requirement as outlined above. If such an applicant is admitted, he or she 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 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. Very rarely, an applicant may still be considered for admission with **permission to continue** if they meet neither the GPA or admission test score requirement. In this situation 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.

Readmission

Students 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. For students seeking readmission

after dismissal from the Graduate School, please refer to the Scholastic Requirements (p. 204) 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.

Admissions Examination Criteria

Graduate admission examinations are required for applicants to most programs and must be less than five years old at the time of application. Most departments require a score of 300 on the GRE test for regular admission. Some departments may allow substitution of the MAT or the MCAT for the GRE. Applicants to the Manderson Graduate School of Business are required to submit acceptable scores on the Graduate Management Admissions Test (GMAT) although some departments allow the use of the GRE. The EMBA program will accept Executive Assessment (EA) scores. Applicants should consult the department descriptions in this catalog or contact departments directly for more specific information about admissions examination requirements.

Applicants to the Accelerated Master's Program (AMP) are not required to submit an admission test score except in the following cases: 1) AMP programs in the Manderson Graduate School of Business (with the exception of Marketing); 2) AMP programs leading to a Geography master's, and 3) AMP programs in the College of Education.

The following departments have received approval to eliminate or modify criteria for graduate admissions test scores. In the case of admission test score waivers, the programs have adopted alternative criteria that are used in place of a test score.

- **Accounting (MMA, MTA):** No admission test score required for applicants with one or more of the following: 1) a GPA of 3.25 or above in a minimum of 15 upper-division credit hours; 2) a prior graduate degree; 3) applicants who have passed the Certified Public Accountant (CPA) exam; or 4) 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.
- **Advertising and Public Relations (MA):** No admissions test required.
- **Anthropology (MA):** No admissions test required.
- **Art (studio art):** No admissions test required.
- **Biological Sciences (all programs):** No admissions test required.
- **Book Arts (MFA):** No admissions test required.
- **Business Administration (Executive MBA):** The Executive Assessment (EA) exam will be accepted in addition to the GMAT and GRE exams.

- **Chemistry:** No admissions test required for applicants who are applying as part of the 3+2 agreement with Lanzhou University.
- **Communication and Information Sciences (PhD):** No admissions test required.
- **Communication Studies (MA):** No admissions test required.
- **Creative Writing (MFA):** Admission test recommended but not required.
- **Criminal Justice (MS):** No admission test required for applicants with an overall GPA of 3.5 or greater.
- **Dance (MFA):** No admission test required.
- **Doctor of Nursing Practice (DNP):** No admissions test required if the applicant has a GPA of 3.0 or more.
- **English (MA, PhD):** No admissions test required.
- **English as a Second Language (MA):** No admissions test required.
- **German (MA):** No admissions test score required.
- **Health Sciences, Human Nutrition, General Human Environmental Sciences (Consumer Science) (master's programs):** No admissions test required if the applicant has a GPA of 3.0 or more.
- **Health Education and Promotion (MPH):** No admissions test required if the applicant has a GPA of 3.0 or more.
- **Hospitality Management (MS):** No admission test required.
- **Instructional Leadership (Concentration in Social and Cultural Studies; PhD):** No admission test required.
- **Journalism (MA):** No admission test required.
- **Library and Information Studies (MLIS):** No admission test required.
- **Modern Languages & Classics (MA-French):** No admission test required.
- **Modern Languages & Classics (MA-Spanish):** No admission test required.
- **Modern Languages & Classics (Spanish):** No admissions test required.
- **Music (all programs):** No admissions test required.
- **Nursing (MSN):** No admissions test required if the applicant has a GPA of 3.0 or more.
- **Population Health Sciences (MS):** No admissions test required if the applicant has a GPA of 3.0 or more.
- **Social Work (MSW):** No admissions test required if the applicant has a GPA of 3.0 or more.
- **Special Education (MA) Multiple Abilities Program:** No admission test required for graduates of the UA undergraduate Multiple Abilities Program with a minimum GPA of 3.0.
- **Theater (MFA):** No admissions test required.

Information concerning the GRE is available from the Educational Testing Service, Princeton, NJ 08540. The GMAT and MAT are given by the testing services of The University of Alabama and by most colleges and universities and may be taken by appointment. Applicants should plan well in advance so the results of the required examination will be available when needed to support an application for admission. Braille editions of both the GRE and MAT can be obtained from The University of Alabama, Testing and Data Management Services, Box 870108, Tuscaloosa, AL 35487-0108.

Interested persons with restrictions that prevent the use of our online application should contact The University of Alabama, Graduate School, Box 870118, Tuscaloosa, AL 35487-0118 or 1-877-UAGRADS; telephone 205-348-5921; email gradschool@ua.edu.

Other Types of Admission

Admission to Doctoral or EDS Programs from Master's Programs in the Same Department at The University of Alabama

In participating departments, master's students enrolled at The University of Alabama may apply for admission to doctoral or EdS programs in the same program by completing the Master's to Doctoral program application. Departments determine if submission of a statement of purpose, a new test score, or a new transcript is required. Interested students should contact their departments to ask if they accept the simplified application and if there are any additional departmental requirements.

Expedited Admission for University of Alabama Seniors

Undergraduate seniors in participating departments enrolled at The University of Alabama who have completed at least 91 hours, have overall GPAs of 3.0 or better, are recommended by the faculty in their departments, and wish to apply for admission to graduate study in their current fields may be eligible for an expedited admissions process by completing the Bachelor's to Master's/Doctoral program application. Students should contact the department or program for details. Students who plan to seek scholarships or fellowships are strongly encouraged to follow the application procedures outlined under "Regular Admission." Undergraduate seniors that are admitted to the Graduate School through the expedited admission may begin taking graduate level classes the semester following conferral of the undergraduate degree.

Irregular Postgraduate (IPG) Admission

A person who applies but is not admitted to the Graduate School may, on the recommendation of the department or division concerned and with the approval of the dean of the Graduate School, seek admission as an irregular postgraduate (IPG) student through undergraduate admission, for the purpose of attempting to qualify for admission to the Graduate School. An applicant who is denied admission must not assume that this procedure is available to all; specific instructions will be given to those who are eligible.

Work taken as an irregular postgraduate cannot be counted as graduate credit at the time it is taken or at a later date. IPG students register as undergraduates and receive undergraduate credit for all work completed. Upon completion of the required program of IPG studies (no less than 12 semester hours of advanced-level undergraduate credit taken from full-time graduate faculty of The University of Alabama), the student must request a review of the application for admission to the Graduate School within 12 months of the initial requested entrance date, or a new application accompanied by a nonrefundable application fee must be submitted.

The Accelerated Master's Program (AMP)

UA Juniors/Seniors interested in the Accelerated Master's Program (AMP) will initiate the process through their department. All requirements for the AMP program (p. 13) are located in the Graduate Catalog under Academic Policies.

Nondegree Admission

An individual who is interested in earning graduate credit but who is not an applicant for a graduate degree at The University of Alabama may be admitted for nondegree studies with the recommendation of the department or program in which the course is offered and approval of the Graduate School dean. Admission may be granted to a qualified student holding a bachelor's degree from a U.S. regionally accredited institution

or the equivalent for international applicants, or to a graduate student in good standing at another U.S. regionally accredited graduate school. Nondegree application forms are available at the Graduate School's Website.

International applicants for nondegree status must submit transcripts (with English translations) and a diploma showing degree earned. They also must have a TOEFL score of at least 550 on the paper-based version, a score of 79 on the iBT, a 6.5 on the IELTS, or 59 on the PTE. Applicants also must meet all current immigration requirements.

Nondegree admission is granted for attending special institutes and workshops, for meeting professional training requirements, for taking off-campus courses, or for special conditions approved by the dean of the Graduate School. Departments may set restrictions on the number or type of classes in which nondegree students may enroll, may limit nondegree enrollment to one semester only, or may prohibit nondegree admission. A maximum of 12 semester hours of graduate work may be taken as a nondegree student and later applied to the credit-hour requirements for a degree, if the student is later admitted to a degree program. Individuals enrolled as nondegree 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 this nondegree coursework can be evaluated for degree credit. Application of any nondegree credit toward an advanced degree 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. Procedures and online application for this type of admission are available at the Graduate School's Website. Students who have had an application to a degree program formally rejected are not eligible for nondegree status.

If a student is not eligible for consideration for admission to a degree program, the grades the student earns as a nondegree student will not make the student admissible for the degree program.

Each student taking nondegree courses through the University's programs offered at international sites must submit an official transcript (with an English translation) and a diploma showing a bachelor's degree from a U.S. regionally accredited institution (or the equivalent for an international applicant).

Nondegree students are not permitted to hold graduate assistantships. Nondegree students may not be eligible for federal financial aid and loan programs. For more information, contact the Office of Student Financial Aid, Box 870162, Tuscaloosa, AL, 35487-0162 ; telephone 205-348-6756.

Admission of International Students

Applicants who are citizens of countries other than the United States are welcome at The University of Alabama. Highly qualified students from around the world have been extremely successful in our graduate programs, and the contributions made by our international students in the areas of teaching, research, and general cultural enrichment have been great. Standards for admission and financial aid are extremely competitive, ensuring academic excellence.

Interested students should visit our online application center to apply electronically. Applicants with restrictions that prevent the use of our online application should contact the Graduate School, Box 870118, Tuscaloosa, AL 35487-0118, U.S.A, email gradschool@ua.edu. The request should contain information on the student's citizenship, formal academic preparation, English language ability, standardized test scores, financial situation, proposed major, and date of entry.

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.

The University of Alabama recognizes that, to be accurately evaluated, applications from international students require more time and more supporting information than do domestic applications. For this reason, international applicants applying from outside the U.S. are encouraged to have complete applications, with all supporting documents, at least 180 days before the beginning of the semester for which application is made. All applications must be complete at least 120 days before the beginning of the semester for which application is made. Some departments have earlier deadlines; applicants should contact the departments in which they are interested to obtain information about department deadlines and other requirements. The student whose application is completed well in advance of our deadlines is more likely to be admitted and to receive admission and immigration materials in time to make travel arrangements.

Each international application must hold the equivalent of a U.S. four-year bachelor's degree from an accredited institution to be eligible for graduate admission. While individual departments may have more stringent requirements, bachelor degrees from Bologna Accord-certified institutions are considered to meet this criterion.

Non-native speakers are required to submit TOEFL, IELTS, 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. The minimum IELTS score for admission to a degree program or for non-degree admission is 6.5. The PTE minimum score for admission to a degree program or for non-degree admission is 59. 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, IELTS, or PTE scores must be less than two years old at the time of the application. During the application process the applicant may either request that official test scores be sent directly by the testing agency or the applicant may upload unofficial test scores to the application system. If the applicant provided unofficial test scores during the application review phase, on admission the applicant must request that official test scores be sent directly to The University of Alabama Graduate School by the testing agency. Applicants to College of Education programs at off-campus sites (Bogota, Colombia; Mexico City, Mexico; Guayaquil, Ecuador; and Quito, Ecuador) who are K-12 teachers employed at international schools, are exempted from tests of English proficiency. For information on registering for the TOEFL, IELTS, and PTE visit the testing center websites or contact U.S. embassies, consulates, USIS offices, Institute of International Education offices, AMIDEAST offices, and other organizations concerned with international education.

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 score requirement of 79 on the TOEFL iBT, 6.5 on the IELTS, 59 on the PTE, or 59 on the TOEFL PBT. 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 an internally funded assistantship or fellowship.

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 test score of 61-78 on the TOEFL iBT, 5.5-6.0 on the IELTS, 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/MAT) 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 of 70-78, IELTS of 6.0, 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.

Tier 2: Pathway students with a TOEFL of 61-69, IELTS of 5.5, 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 before proceeding to graduate classes if this is required for regular admission.

Other Information for International Applicants

Students whose applications to the Graduate School are approved will receive housing and health-service information, a letter of admission, and an immigration document (usually Form I-20 or DS-2019). Upon arrival in Tuscaloosa, students should report to Office of International Student and Scholar Services in order to obtain registration materials and information on the special orientation session for international students that is held prior to the beginning of each semester.

International students who are offered graduate assistantships are limited to a maximum .50 FTE (half-time) assistantship. Additional employment outside the University is not permitted.

Accelerated Master's Program (AMP)

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 degrees at the master's or doctoral level. In participating AMP departments, with a related undergraduate and graduate program, 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. 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 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.

Students are encouraged to direct any questions they may have concerning immigration, housing, or the health service to the Office of International Student and Scholar Services. Questions concerning admission procedures should be directed to the Graduate School.

Requirements and deadlines for submitting applications are subject to change; applicants should review the specific instructions on the application forms for current requirements and deadlines.

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.

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.

Seniors at The University of Alabama Taking Graduate Credit

A senior at The University of Alabama who has completed no fewer than 90 hours and has earned at least a 3.0 GPA overall may petition to take graduate courses. Permission to take a particular course is granted based on approval by the instructor, the instructor's department chairperson, the dean of the student's division, and the graduate dean. The student's department initiates this process using the Level Override Form located in myBama through the UA DocuSign system. The total course load for an undergraduate taking graduate courses should not exceed 15 hours per semester. A senior may accumulate no more than 9 hours of graduate credit. With the exception of seniors officially admitted to the Accelerated Master's Program, graduate courses taken by a senior may be applied to either graduate or undergraduate credit - but not both. Undergraduates taking graduate-level courses are expected to meet the same academic standards as the graduate students in the course.

Applicants to the Accelerated Master's Program (AMP) are not required to submit an admission test score except in the following cases: 1) AMP programs in the Manderson Graduate School of Business (except Management Information Systems and MS Applied Statistics) and 2) AMP programs in the College of Education.

Any department that offers a graduate program may, with the approval of the dean of the Graduate School, participate in AMP. The following programs currently are approved to participate in AMP.

Department	Undergraduate Major	Graduate Program	Dual-counted Hours	Minimum Overall GPA for Admission	Length for Completion (Years)
Advertising and Public Relations	Advertising, Public Relations	MA Advertising and Public Relations	12	3.3	5
Aerospace Engineering and Mechanics	Aerospace Engineering	MS Aerospace Engineering and Mechanics	12	3.3	5
Aerospace Engineering and Mechanics	Mechanical Engineering	MS Aerospace Engineering and Mechanics	9	3.3	5
American Studies	American Studies	MA American Studies	15	3.3	5
Anthropology	Anthropology	MA Anthropology	15	3.75 (3.3 in exceptional cases)	5
Art and Art History	Art History	MA Art History	15	3.3	5
Biological Sciences	Biology	MA Biological Sciences	15	3.3	5
Biological Sciences	Biology	MS Biology	15	3.3	5
Chemical and Biological Engineering	Chemical Engineering	MS Chemical Engineering	15	3.3	5
Chemical and Biological Engineering	Chemical Engineering	PhD Chemical Engineering	15	3.3	7
Chemistry and Biochemistry	Chemistry	MS Chemistry	15	3.5	5
Civil, Construction, and Environmental Engineering	Civil Engineering	MS Civil Engineering	9	3.3	5
Civil, Construction, and Environmental Engineering	Environmental Engineering	MS Environmental Engineering	9	3.3	5
Communication Studies	Communication Studies	MA Communication Studies	10	3.3	5
Computer Science	Computer Science	MS Computer Science	12	3.3	5
Computer Science	Cyber Security	MS Computer Science	12	3.3	5
Consumer Sciences	Consumer Sciences	MS Consumer Sciences	15	3.3	5
Criminology and Criminal Justice	Criminology and Criminal Justice	MS Criminology and Criminal Justice	9	3.3	5
Curriculum and Instruction	Mathematics (Mathematics Education Concentration)	MA Secondary Education	15	3.3	5
Economics, Finance and Legal Studies	Economics	MA Economics	12	3.3	5
Economics, Finance and Legal Studies	Economics	MS Finance	12	3.3	5
Economics, Finance and Legal Studies	Finance	MS Finance	12	3.3	5
Economics, Finance and Legal Studies	Finance	MA Economics	12	3.3	5
Electrical and Computer Engineering	Computer Engineering	MS Electrical Engineering	6	3.3	5
Electrical and Computer Engineering	Electrical Engineering	MS Electrical Engineering	6	3.3	5

English	English	MA English	15	3.5	5
Geography	Environmental Science	MS Geography	15	3.5	5
Geography	Geography	MS Geography	15	3.5	5
Geography	Geography	MS Geography	15	3.5	5
Geological Sciences	Geology	MS Geology	15	3.5	5
Health Science	Public Health	MPH Health Education and Promotion	15	3.3 (3.5 in public health courses)	5
History	History	MA History	15	3.75	5
Human Development and Family Studies	Human Development and Family Studies	MS Human Development and Family Studies	15	3.3	5
Human Nutrition and Hospitality Management	Food and Nutrition	MS Human Nutrition	15	3.3	5
Human Nutrition and Hospitality Management	Hospitality Management	MS Hospitality Management	15	3.3	5
Information Systems, Statistics and Management Science	Mathematics (Statistics and Optimization Concentration)	MS Applied Statistics	12	3.3	5
Information Systems, Statistics and Management	Management Information Systems	MS Management Information Systems	15	3.3	5
Information Systems, Statistics and Management Science	Operations Management	MS Operations Management	15 (12 for the Enterprise Integration focused area of study)	3.4	5
Journalism and Creative Media	Creative Media	MA Journalism & Media Studies	12	3.5	5
Journalism and Creative Media	News Media	MA Journalism & Media Studies	12	3.5	5
Kinesiology	Kinesiology (Exercise Science Concentration)	MA Kinesiology	12	3.3 (Must have taken or be enrolled in KIN 303)	5
Management	Management	MA Management	12	3.3 (3.5 in Management Courses)	5
Marketing	Marketing	MS Marketing	15	3.3 (3.5 in Marketing Courses)	5
Mathematics	Mathematics	MA Mathematics	15	3.75	5
Mechanical Engineering	Aerospace Engineering and Mechanics	MS Mechanical Engineering	6	3.3	5
Mechanical Engineering	Mechanical Engineering	MS Mechanical Engineering	9	3.3	5
Mechanical Engineering	Mechanical Engineering	PhD Mechanical Engineering	9	3.3	7
Metallurgical and Materials Engineering	Metallurgical Engineering	MS Metallurgical Engineering	9	3.3	5
Modern Languages and Classics	Foreign Languages and Literature (German Track)	MA German	12	3.3	5
Modern Languages and Classics	Foreign Languages and Literature (French Track)	MA Romance Languages - French	12	3.3	5
Modern Languages and Classics	Spanish	MA Romance Languages - Spanish	12	3.3	5
Physics and Astronomy	Physics	MS Physics	12	3.75	5
Political Science	International Studies	MA Political Science	15	3.75	5

Political Science	International Studies	MPA Public Administration	15	3.75	5
Political Science	Political Science	MA Political Science	15	3.75	5
Political Science	Political Science	MPA Public Administration	15	3.75	5

Students may start the AMP program once they have earned 90 or more undergraduate hours. Typically, this would mean that an AMP student will apply to the Graduate School in the final semester of their junior year. Once admitted, an AMP student is approved to take up to 15 hours of graduate courses that will count towards both the bachelor's and graduate degrees. At the time of application they must have overall undergraduate GPAs of not less than 3.3 in all courses (or higher if required by their program). Many programs require a higher GPA for admission and/or do not permit the full 15 hours to dual-count (see table). Permission to take graduate courses will be granted by the Graduate School if the student has met the criteria above as well as other minimum requirements for graduate admission. Upon admission to the Graduate School, an AMP student will begin a program of study leading to the master's or doctoral degree, as approved by his or her department and by the dean of the Graduate School. It is advised that prospective AMP students meet with the Graduate Program director for their prospective AMP program at the beginning of their junior year. Programs may have specific coursework requirements and graduate class prerequisites for which an AMP student must be prepared.

Application

Required Materials for All Applicants

Please apply online for graduate study at the Graduate School's website. Interested persons with restrictions that prevent the use of our online application or who have questions about applications should contact The University of Alabama, Graduate School, Box 870118, Tuscaloosa, AL 35487-0118; telephone 205-348-5921 or 1-877-UAGRADS; fax (205) 348-0400; or email gradschool@ua.edu.

All applicants, including U.S. citizens, permanent residents, and international applicants, must submit the following materials to the Graduate School using the online application:

- Applicant data sheet and statement of purpose
- 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.
- Official or unofficial admissions test scores that are less than five years old (if required by the department; see "Admissions Examination Criteria (p. 7)" for departments that do not require a test). If unofficial test scores were submitted during the application process, official scores must be sent directly from the testing agency on admission
- The application fee is \$65 for U.S. citizens and permanent residents and \$80 for international applicants, payable online. Application fees are non-refundable.
- Three letters of recommendation. Each applicant must have a letter of reference from at least one professor in
 - a. his or her undergraduate major, or
 - b. the proposed field of graduate study, if any courses have been taken in either area within the last five years
- Additional application materials (e.g., portfolios, writing samples, responses to essay questions, etc.) required by individual departments. Applicants should contact departments directly for more information and visit 'Manage Supporting Documents' for a list of documents that may currently be uploaded.

All of the above materials must be received by the Graduate School before an application will be considered. To ensure that no materials are missing, applicants should periodically check the status of their applications online.

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. A person holding a bachelor's degree from a U.S. regionally accredited institution (or the foreign equivalent for an international applicant) is eligible for consideration for admission to the Graduate School of The University of Alabama. Seniors who have completed at least 90 undergraduate credits at regionally accredited institutions are also eligible to apply.

If a student applies but does not complete any coursework within 12 months of the requested entrance date, a new application and an accompanying appropriate fee must be submitted.

Additional Materials for International Applicants

International applicants may be required to submit the results of an English proficiency exam. Please see the admission criteria (p. 7) section of this catalog for more details.

International applicants must submit one certified copy in the native language along with certified precise word-for-word English translations of all transcripts, diplomas, and certificates of degree. To be acceptable, transcript and diploma copies must be certified by the issuing institution. Notary copies are **not** acceptable. Documents should be received in official sealed university envelopes.

Application Deadlines

To ensure adequate time for review, applications must be completed at least six weeks before the desired date of registration. International applicants are encouraged to have completed applications (including all supporting materials) at least 6 to 8 months in advance of the desired term of enrollment. International applicants must have completed applications no later than four months prior to expected enrollment. However, many departments establish earlier deadlines for receipt of application materials. (Applicants should contact their proposed departments for deadline information.) In those cases, completed applications must be in the Graduate School six weeks prior to the departmental deadline. Requirements and deadlines for submitting applications are subject to change; applicants should review the specific instructions on the application forms for current requirements and deadlines.

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. New students are encouraged to complete a medical history form, which may be obtained from the Student Health Center.

Change of Degree

All students pursuing a higher degree level (ie. MA to PhD) will be required to submit new applications. Students pursuing doctorates in the College of Education should consult the College of Education section of this catalog for additional requirements.

Application Fees

A nonrefundable application fee must accompany each new application for admission before it will be processed. Credit card payments may be made with online applications at the Graduate School's website. If a student applies but does not complete any coursework within 12 months of the requested entrance date, a new application and an accompanying appropriate fee must be submitted.

Number of Applications

Application may be made to up to two programs at a time. If a student applies to two programs, he or she must submit two separate and complete sets of application materials (applicant data sheet, statement of purpose, letters of recommendation, transcripts) and two application fees. Each set of application materials must clearly identify the program to which the applicant is applying.

Continuous Dissertation Registration for Doctoral Students

Once a student has met the requirements for admission to candidacy, received approval for the dissertation/document/project research proposal, or initiated enrollment in 699 (dissertation/document research) or 739 (project research), the student must pursue completion of the dissertation/document/project without interruption by enrolling each fall and spring semester of the academic year.

-PhD and EdD students are required to register for a minimum of 3 hours each semester.

-DMA and DNP students are required to register for a minimum of 1 hour each semester.

Summer enrollment is **expected** if the student is working on the dissertation/document/project and using any University facilities or resources, including faculty time. 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. This is true whether or not the student has formally submitted an **Application for Admission to Candidacy and Plan of Study**.

PhD students must complete a minimum of 24 hours of dissertation research credits but must maintain continuous enrollment until degree completion.

EdD students must complete a minimum of 12 dissertation research credits upon but must maintain continuous enrollment until degree completion.

DMA students must complete a minimum of 4 hours of document research rather and may register for one hour of document research during a semester but must maintain continuous enrollment until degree completion.

DNP Students must complete a minimum of 7 hours of project research and may register for one hour of project research during a semester and must maintain continuous enrollment 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.

To assist faculty and students in determining the appropriate registration for doctoral research, the following guidelines are recommended:

Three semester hours. Little or no progress will be made on the dissertation, only minimal use of University facilities will be involved, and/or there will be only slight faculty contact with the student; the work and writing of the dissertation are complete and only final grammatical corrections and the oral examination on the dissertation remain to be accomplished.

Six semester hours. The student will be devoting approximately one-half of a full-time academic load to the dissertation. Moderate progress on the dissertation is expected of the candidate, only limited use of University facilities will be involved, and/or faculty contact with the student will be limited.

Nine semester hours. The student will be devoting approximately three-fourths of a full-time load to the dissertation. Substantial progress on the dissertation is expected of the student, there will be major use of University facilities, and/or considerable faculty contact with the candidate is anticipated.

Twelve semester hours. The student will be working full-time on the dissertation. Extensive progress on the dissertation is expected, there will be considerable use of University facilities, and/or faculty contact with the student will be extensive.

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.

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the

Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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 a regionally 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 a regionally 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 through the UA DocuSign system in myBama 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. 765) 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 Doctor of Education (EdD) requires a minimum of two years of graduate study beyond the master's degree for the completion of the EdD program. The student is required to complete 60 semester hours in approved graduate coursework research beyond the master's degree, or 90 semester hours of approved graduate courses, and to defend a dissertation. The student must complete a minimum of 12 hours of dissertation research. In the College of Education (p. 488) section of the Graduate Catalog, there are specific regulations governing the EdD 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. 356) section of the Graduate Catalog.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) (p. 730) 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.

Transfer of Credit

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 if approved by the department and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

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.

There are two options for possible transfer of graduate credit at the doctoral level.

1. All doctoral programs: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from another institution if the credit was in-field and was earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA doctoral program. Revalidation (recertification) of credits more than 18 semesters old at the time of admission to a doctoral program is not an option. Only courses in which a student earned a "B" grade or better may be transferred. Under this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School.
2. PhD Programs Only: A student holding an earned, in-field master's degree may request approval for up to 24 hours of credit to be applied to the PhD. 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 PhD degree. When exercising this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School. The requested transfer credit hours must be listed on the PhD Plan of Study as MSC501 under the transfer credit section. If the in-field master's degree was awarded *more than six years prior to admission to the current doctoral degree program*, the graduate program director or department head/chair must also submit to the Graduate School for evaluation, a Field-Related Employment Since Earning Master's Degree form with the student's CV must be submitted by the department through the UA DocuSign system in myBama. In addition, the department is asked to provide the following, attached to the approved Plan of Study :
 - a. An annotated work history from the student. This history should include job titles and major duties for all positions since earning a master's degree.
 - b. A brief paragraph from the corresponding faculty member, attesting that he/she has reviewed the work history and how that work applies to the current Ph.D. degree program.

The Graduate School will make the final determination about whether up to 24 prior master's hours can be applied to the Ph.D. requirements.

PhD awarding departments that want to participate in offering Option 2 to their doctoral students, need to "opt in" by informing the graduate dean in writing that they wish to be among the approved departments.

Consideration of transfer of credit or the acceptance of an earned master's degree as credit toward a PhD program is subject to a final decision by the Graduate School. In either case the student must ensure that the Graduate School has an official transcript of all credit involved. This will ensure that the student and advisor are fully aware of course hours needed when submitting the required Plan of Study, which must be submitted by the time the student completes 30 hours of transfer plus UA coursework. Planning to transfer courses in the final semester typically will delay graduation.

Please note that some departments allow fewer than 24 hours of graduate transfer credit. Be sure to check with your department's

graduate coordinator regarding your department's transfer policy. Dissertation Research (699) may not be transferred in from an outside institution.

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).

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.

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

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.

The PhD, DMA, and DSW Plans of Study are submitted by the department through the UA DocuSign system in myBama. The Plan of Study for other doctoral programs (Ed.D., DNP) are available from the student's department, college, or school. 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.

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 through the UA DocuSign system in myBama.

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 may enroll 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 may be formed early in the dissertation research process, or shortly before the dissertation proposal is approved. It is expected that the committee will be formed and approved 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. [Click here for instructions on the process of establishing the committee.](#)

The committee must consist of at least five members. 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.

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; 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 instructor, assistant professor, associate professor, or professor).

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 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 in A Student Guide to Preparing Electronic Theses and Dissertations, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email gradschool@ua.edu 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.

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.

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

The dissertation defense is the culminating experience in the doctoral program. The Dissertation Chair and the student will coordinate with all committee members to choose a time, date, and location for the dissertation defense. 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 regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

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. For a defense to be successful, the majority of the committee must approve the dissertation and the defense.

The results of the dissertation defense must be reported to the Office of the Graduate School by submitting the Committee Acceptance Form at least six weeks before the Fall/Spring commencement, or five weeks before the Summer commencement, at which the degree is to be conferred. The Committee Acceptance Form, submitted by the department through the UA DocuSign system and found in myBama, confirms that a majority of the dissertation committee has approved the written dissertation and oral defense.

Any changes made to the manuscript after the defense must be approved by the Dissertation Chair. The student must submit the final dissertation to the Graduate School, and 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 Dissertation Submission and Approval

Following a successful dissertation defense (see "Dissertation Defense" for details), any edits agreed upon during the defense must be incorporated into the manuscript, and the Dissertation 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 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.

The dissertation, in its final form, must be received in the Graduate School within 60 days of the dissertation defense. If this deadline is not met, the Dissertation Chair may require the candidate to schedule a second dissertation defense. Note that this 60-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's homepage. Consult the Graduate School's dissertation site for additional details of the electronic submission process, including information on exactly what needs to be submitted to the Graduate School. At the stage of the Graduate School review of the manuscript, additional revisions may be required, to ensure that the final manuscript conforms to all formatting and editing standards. The graduate dean must approve the dissertation before the student can be cleared for graduation.

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.

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

Hours 3

An examination of selected African American topics.

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.

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.

ANT513 Peoples Of Latin Amer

Hours 3

A survey of thematic areas of research on Latin American cultures. Thematic areas include, but are not limited to, health, environment, political systems, forms of production, and religion.

ANT514 Anthropology of Africa

Hours 3

Students in this class will learn about the diversity of cultural beliefs and behaviors across the African continent, make connections between local/global historical events and contemporary contexts, and evaluate the factors influencing perceptions of African cultures. Topics covered include continent history, stereotypes of Africa, sorcery, health and disease, apartheid, subsistence living, childhood, feminism, identity in the diaspora, and art. Students will additionally compare contemporary and historical ethnographies as well as those written by African and non-African anthropologists.

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.

ANT526 Arch East North Amer

Hours 3

An examination of the origin and development of pre-Columbian and early historic cultures of eastern North America. Offered according to demand.

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.

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.

ANT538 Anthropology of Art

Hours 3

The course views the art that societies past and present produce; it explores culture, creativity, and human beings' distinctive compulsion to make decorative objects.

Prerequisite(s): Graduate standing; or permission of instructor

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.

ANT544 Anthropology And Cemeteries

Hours 3

No description available

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

Hours 3

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

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.

ANT571 Fossil Humans and Evolution

Hours 3

A survey of the discoveries, methods, and theories that provide the background for modern research in macroevolution in the human lineage.

ANT573 Human Osteology

Hours 4

A detailed introduction to human osteology, emphasizing the identification of fragmentary remains and the criteria for determination of age, sex, and race. Offered according to demand.

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.

ANT578 Anthro of Human Development

Hours 3

Health culturally competent socialized adults and mature physical forms arise from a developmental process with evolutionary, biological, social and cultural dimensions. We survey child/human development from an anthropological perspective, considering interactions across levels of analysis from genes to culture.

ANT579 Human Paleopathology

Hours 3

Course investigates skeletal pathology and trauma. Topics included: 1. Understanding disease processes, 2. Distinguishing accidental and violent trauma on bone, 3. Recognizing the following conditions in skeletal remains: congenital anomalies, circulatory disorders, joint diseases, infectious diseases, metabolic diseases, skeletal dysplasias, neoplastic conditions, diseases of the dentition and other conditions. Students will inventory, evaluate and analyze sets of human skeletal remains for pathology and trauma and complete final reports on those remains.

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.

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.

Prerequisite(s): ANT 511 and ANT 600

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 Anthropogcl Resear

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

ARB580 Readings in Arabic

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.

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

Hours 3

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

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

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.

ARH598 Independent Study

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

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.

ART502 Paul R. Jones Collection of American Art K-12 Program

Hours 3

Prerequisites: Twelve undergraduate hours in the specific studio field requested, review of portfolio, and permission of the department chairperson. This course is open only to graduate students who are not enrolled in a graduate program in the Department of Art.

ART506 Independent Studies

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.

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.

ART530 Problems and Techniques for Teaching Studio Foundations

Hours 3

Graduate students will acquire expertise with teaching concepts and techniques relative to studio foundations teaching.

Prerequisite(s): Graduate standing in Art or Art History

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

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.

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

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.

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.

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.

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.

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.

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.

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

No description available

Prerequisite(s): BSC 300

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 Minimum Grade of B or BSC 310 Minimum Grade of B or BSC 385 Minimum Grade of B

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.

Prerequisite(s): None

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

*No description available***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.

BSC593 Cell Cycle Regulation

Hours 3

In-depth review and discussion of recent scientific research literature dealing with mechanisms of eukaryotic cell cycle regulation and their significance in human cancers. Provides a foundation for further studies in the cell cycle field, which impacts many areas of cell, molecular, and developmental biology.

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.

BSC602 Adv Molecular Res Sem

Hours 1

Student presentations of research background and current results. Students may enroll each semester. Offered fall and spring semesters.

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.

BSC605 Ecology Systematics Sem

Hours 1

Seminar.

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.

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

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.

BSC695 Spec Topics Biolog Sci

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.

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 Intro To Research Meth

Hours 3

Study of research methods for use in communicative disorders and related disciplines. 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.

CD505 Augmentative/Alt Communication

Hours 3

This course will review the basic aspects of the field of augmentative/alternative communication including aided and unaided symbols, strategies, and techniques.

CD508 Diagnostic Practicum

Hours 3

The course is designed to provide graduate students in speech-language pathology with quality practicum experience evaluating individuals across the lifespan who present with a wide variety of speech-language disabilities.

Prerequisite(s): Graduate student standing in the Department of Communicative Disorders

CD509 Language Development

Hours 3

Advanced study of normal language and communication development. Presentation and discussion of theories, individual differences, and cultural differences in typically developing children.

CD512 Language Disorders

Hours 3

Presentation and discussion of theories, practices, and methods of differential diagnosis and language intervention for language-impaired children ages birth to 21 years of age.

CD514 Autism Spectrum Disorders

Hours 3

Presentation and discussion of theories and methods of language assessment and intervention of various language-impaired 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.

CD516 Multicultural Issues

Hours 3

Study of multicultural issues and how they affect speech and language. Presentation and discussion of American cultures and communicative differences.

CD517 Adv Clin Pract Speech

Hours 1-9

Individual assignments in selected areas of speech and language therapy. Clinical practice and scholarly investigation, with regular staff consultation.

CD518 Advanced Clinical Practicum II

Hours 3-9

The course is designed to provide graduate students in speech-language pathology with quality clinical practicum experiences involving diagnostic, treatment, and counseling services to individuals across the lifespan who present with a wide variety of speech-language disabilities. These experiences are offered in a variety of settings including, but not limited to, public schools, medical facilities, early intervention programs, residential settings, and nonresidential clinic settings. The student will demonstrate application of theory, knowledge, and skills in an intense external practicum site.

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

CD520 Spec Topics Commun Disorders

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.

CD525 Applied Research in CD

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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

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

Introduction to hearing evaluation, conservation, and impairment. Also considers the auditory system: anatomy, physiology, and pathology. Includes three laboratory sessions.

CD544 Aural Rehabilitation

Hours 3

The rehabilitation of hearing impaired people primarily through audiology and visual training. Other sensory training, language development, speech production, and guidance are also considered. Offered in the spring semester. Open to CD majors only.

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.

Prerequisite(s): CD 225, CD 226, CD 244, CD 275, and CD 277

CD550 Independent Study

Hours 1-3

*No description available***CD551 Phonolog Dev Assessmnt Intervn**

Hours 3

Advanced study of normal phonological/articulation development. Presentation and discussion of theories, practices, differential diagnosis, and intervention of disorders of articulation/phonology.

CD552 Neurology I

Hours 3

Basic neuroanatomy of the normal human cortex and what happens when impacted by disease or trauma.

CD553 Neuro 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 Disorders

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 Sem In Voice Disorders

Hours 3

Advanced study of the physiological, acoustical, and psychological factors underlying voice disorders, methods of rehabilitation, and problems in research.

CD556 Acquired Motor Speech Disorder

Hours 3

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

CD557 Language Diagnosis Spec Populat

Hours 3

Theories, practices, and methods of differential diagnosis and intervention for language and phonology in multicultural, behaviorally disordered, severely multi-handicapped, mentally retarded, and learning disabled populations.

CD575 Dysphagia In Children

Hours 3

Advanced study of the nature, assessment, and treatment of swallowing disorders in children. Special populations (tracheostomized, ventilator) will be included.

Prerequisite(s): Graduate standing

CD576 Dysphagia In Adults

Hours 3

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

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 Intro Grad Inorg Chem

Hours 3

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

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.

CH510 Scientific Glassblowing

Hours 3

No description available

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.

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

Hours 3

No description available

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.

CH621 Trends In Analytical Chem

Hours 3

No description available

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

Hours 3

No description available

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.

CJ550 Sem Courts Social Policy

Hours 3

Examination of the American legal system from a political science and socio-legal perspective. Seminar covers the "rights revolution," the process of dispute settlement, judicial decision making, public opinion and the courts, and the United States Supreme Court.

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. Offered fall semester.

CJ590 Special Topics

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.

CJ592 Independent Study

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.

CJ599 Thesis Research

Hours 1-9

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

CL533 Exhibition Models in Greek Museums

Hours 3

This course will take students to Greece for three weeks in Summer I to study 14 of the most important museums in the country. Class will be held at the archaeological sites themselves and the accompanying museums. Students will attend lectures on Greek culture, history, and art from prehistory to the modern age, and then visit the archaeological sites and the corresponding museums. The lectures will contextualize the site and the museum exhibits, since the purpose of museums is not only to preserve the material culture but also to display it in such a way as to enhance the content and bring to life aspects of the culture at hand. During each visit, therefore, students will survey both the site and the museum and assess how they make information available to the public, how they use interactive activities to stimulate visitors, and what aspects of the site and the museum succeed in presenting their subject in interesting and innovative ways or fail to do so. Students will also consider the struggle of traditional and well-established museums to re-invent themselves while their budgets are shrinking. This effort is most evident in Greek museums that have become very resourceful in re-organizing their displays at a minimum cost, as they attempt to remain relevant in a world accustomed to be intensely stimulated and entertained.

Prerequisite(s): Students must be enrolled in the Museum Studies program (MUSM) and have completed at least two MUSM courses.

Prerequisite(s) with concurrency: none

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

DN595 Capstone Creative Research

Hours 1-3

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

Prerequisite(s): DN 541

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): DN 541, or 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

DNCA595 Capstone Scholarly Research

Hours 1-3

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

Prerequisite(s): DN 595

DNCA630 Professional Issues in Dance

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

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

Hours 3

Special topics.

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. Student Learning Outcomes:

- Students can produce a syllabus and other teaching materials that accord with departmental and disciplinary expectations for the 200-level literature surveys
- Students attain a broad knowledge of the scope and pedagogical goals of EN 205
- Students attain a broad knowledge of the scope and pedagogical goals of EN 206
- Students attain a broad knowledge of the scope and pedagogical goals of EN 207
- Students attain a broad knowledge of the scope and pedagogical goals of EN 208
- Students attain a broad knowledge of the scope and pedagogical goals of EN 209
- Students attain a broad knowledge of the scope and pedagogical goals of EN 210
- Students attain a broad knowledge of the scope and pedagogical goals of EN 249.

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

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.

EN608 Forms Special Topics

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.

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.

EN612 Topics In Applied Linguistics

Hours 3

Rotating topics in applied linguistics.

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.

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 English 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

Hours 3

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

EN640 Spec Topics Sem American Lit

Hours 3

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

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.

EN661 Chaucer

Hours 3

The Canterbury Tales, Troilus and Criseyde, and selected minor poems. Includes advanced study of Chaucer's language and the 14th-century milieu.

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 and Theory

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, 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. Critical 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.

FR515 Topics in Second Language Acquisition

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.

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.

Prerequisite(s): FR 341 or FR 351 (or instructor permission).

FR533 Topics in French Culture and Civilization

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.

Prerequisite(s): FR 331 or Instructor Permission

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.

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 Viau) and the dramatic works in verse (such as the plays of Corneille, Molière and Racine).

FR552 Special Topics in 19th-Century French Literature

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.

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

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.

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.

FR577 French Cinema*FA, FL*

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.

Prerequisite(s): FR 321, FR 322 or FR 323 or FR 328

Fine Arts, Foreign Language

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

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.

FR590 Directed Readings / Directed Study

Hours 1-9

Directed Readings / Directed Study.

FR598 Non-Thesis Research

Hours 1-6

No description available

FR599 Thesis Research

Hours 1-9

No description available

FR680 Special Topics

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.

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.

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

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.

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

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.

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.

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 PH 104 and MATH 126 or MATH 146

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

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.

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.

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 118 (C- or better), and GEO 101 or 102 (C- or better), and MATH 112 or 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

GEO626 Adv Topics In Geology

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.

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.

GN540 Literature after 1945

Hours 3

The course covers German literature, film and culture after World War II. It has a focus on contemporary German Literature following the fall of the Berlin Wall and German unification in 1990.

Prerequisite(s): None

GN551 Special Problems / Directed Readings

Hours 1-3

Special Problems / Directed Readings.

GN552 Special Problems / Directed Readings

Hours 1-3

Special topics chosen by students in conference with the instructor.

GN571 Selected Authors

Hours 3

Students will normally give reports and write at least one research paper.

GN576 Seminar on a Literary Theme

Hours 3

Students will normally give reports and write at least one research paper.

GN599 Thesis Research

Hours 3-6

No description available

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.

GY505 Dir Research Physical Geograph

Hours 1-3

No description available

GY506 Dir Research Human Geography

Hours 1-3

No description available

GY509 Forest History and 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 GY 402

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.

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.

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.

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

Hours 2-4

*No description available***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.

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.

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.

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.

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.

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 Studies Geog

Hours 3

No description available

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 –appropriate 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.

GY579 Planning Internship

Hours 3-6

Individual work experience in planning supervised by the staff of an off-campus planning agency.

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.

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 Dynamics

Hours 3

An examination of the physical operation of drainage basins (watersheds), focusing on surface water hydrology, erosion, and sedimentation.

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, viewshed 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): GY489 or GY409 or GY492 or GY494 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.

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.

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.

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.

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.

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

Hours 3-6

*No description available***HY599 Thesis Research**

Hours 1-6

*No description available***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***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

HY607 Prosem Us HY Since 1877

Hours 4

No description available

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

HY651 Sem Us History To 1877

Hours 4

No description available

HY665 Special Studies

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.

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

Hours 1-4

No description available

HY698 Directed Research

Hours 1-4

No description available

HY699 Dissertation Research

Hours 1-12

No description available

LA590 Adv Readings Latin Literature

Hours 3-6

No description available

MATH503 Algebraic Structures for Secondary Teachers

Hours 3

Explore the interconnections between the algebraic, analytic, and gemetric 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

Hours 1-3

Diverse mathematical topics designed to enhance skills and broaden knowledge in mathematics for secondary mathematics teachers.

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

Hours 3

Content changes from semester to semester to meet the needs of students. Designed for graduate students not majoring in mathematics.

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 238, MATH 237 and (CS 100, CS 110, AEM 249, ECE 285, or RRS 101)

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

MATH522 Mathematics For Finance I

Hours 3

An introduction to financial engineering and mathematical model in finance. This course covers basic no-arbitrage principle, binomial model, time value of money, money market, risky assets such as stocks, portfolio management, forward and future contracts and interest rates.

MATH537 Applied Math Topics I

Hours 3

This course is a survey of topics in applied mathematics.

Prerequisite(s): Permission of the department.

MATH538 Spec Top Appld Math II

Hours 3

No description available

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. Usually offered in the Fall semester.

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. Note: Credit for this course will not be counted toward an advanced degree in mathematics.

Prerequisite(s): MATH 551

MATH554 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 486 or MATH 586)

MATH555 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

Designed for graduate students who did not major in mathematics. 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 an advanced degree 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 Linear Algebra

Hours 3

Vector spaces; linear transformations and matrices; determinants; systems of linear equations and Gaussian elimination; eigenvalues, eigenvectors and diagonalization; generalized eigenvectors and Jordan decomposition; minimal polynomials, Cayley-Hamilton theorem; Inner product spaces.

Prerequisite(s): MATH 237

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

MATH580 Real Analysis I

Hours 3

Topics covered include measure theory, Lebesgue integration, convergence theorems, Fubini's theorem, and LP spaces.

Prerequisite(s): MATH 587

MATH583 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

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.

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, Taylor series. Optional topics may include the Riemann-Stieltjes integration, Weierstrass Approximation Theorem and the Arzela-Ascoli Theorem, metric spaces, multi-variable calculus.

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.

MATH598 Non-Thesis Research

Hours 1-3

Research not related to thesis.

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).

MATH642 Partial Differential Equations

Hours 3

This is an introductory course in partial differential equations. It covers the theory, methods of solution as well as applications related to the three main equations of mathematical physics, namely the Laplace's equation, the heat equation and the wave equation. This course serves as the second part of the sequence for the qualifying exam in partial differential equations.

Prerequisite(s): MATH 238 and MATH 486 or permission of instructor

MATH644 Singular Perturbations

Hours 3

This is an introductory course in perturbation methods. It covers both the theory and the methods of solution for a variety of equations ranging from algebraic, ordinary differential equations, to partial differential equations containing either small or large parameters.

Prerequisite(s): MATH 238, some familiarity with ODE's and PDE's or permission of the 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

Fundamental aspects of ring theory are covered. Topics include Artinian rings, Wedderburn's theorem, idempotents, polynomial rings, matrix rings, Noetherian rings, free and projective modules, and invariant basis number.

MATH677 Topics Algebra I

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.

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

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 Seminar: Topics in Analysis

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

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***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 0.5-1

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.

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.

Prerequisite(s) with concurrency: MUA 561

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

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 0.5-4

No description available

MUA571 Piano

Hours 0.5-4

No description available

MUA572 Organ

Hours 0.5-4

No description available

MUA574 Voice

Hours 0.5-4

No description available

MUA575 Violin

Hours 0.5-4

No description available

MUA576 Viola

Hours 0.5-4

No description available

MUA577 Cello

Hours 0.5-4

No description available

MUA578 Double Bass

Hours 0.5-4

Double bass study at the graduate level for music majors.

MUA579 Flute

Hours 0.5-4

No description available

MUA580 Oboe

Hours 0.5-4

No description available

MUA581 Bassoon

Hours 1-4

Applied Bassoon study for majors in the Masters of Music program.

MUA582 Clarinet

Hours 0.5-4

No description available

MUA583 Saxophone

Hours 0.5-4

No description available

MUA584 Trumpet

Hours 0.5-4

No description available

MUA585 French Horn

Hours 0.5-4

No description available

MUA586 Trombone

Hours 0.5-4

No description available

MUA587 Euphonium

Hours 0.5-4

No description available

MUA588 Tuba

Hours 0.5-4

No description available

MUA589 Percussion

Hours 0.5-4

*No description available***MUA592 Tenor and Bass Chorus**

Hours 1

Applied Ensemble at the Graduate level.

MUA670 Harp (Majors)

Hours 0.5-4

*No description available***MUA671 Piano**

Hours 0.5-4

*No description available***MUA672 Organ**

Hours 0.5-4

*No description available***MUA674 Voice**

Hours 0.5-4

*No description available***MUA675 Violin**

Hours 0.5-4

*No description available***MUA676 Viola**

Hours 0.5-4

*No description available***MUA677 Cello**

Hours 0.5-4

*No description available***MUA678 Double Bass**

Hours 0.5-4

Double bass study at the graduate level.

MUA679 Flute

Hours 0.5-4

*No description available***MUA680 Oboe (Majors)**

Hours 0.5-4

Applied oboe study at the Doctoral level.

MUA681 Bassoon (Majors)

Hours 0.5-4

Applied bassoon study at the Doctoral level.

MUA682 Clarinet

Hours 0.5-4

Applied clarinet study at the Doctoral Level.

MUA683 Saxophone

Hours 0.5-4

*No description available***MUA684 Trumpet**

Hours 0.5-4

*No description available***MUA685 Horn**

Hours 0.5-4

*No description available***MUA686 Trombone**

Hours 0.5-4

*No description available***MUA687 Euphonium**

Hours 0.5-4

*No description available***MUA688 Tuba**

Hours 0.5-4

*No description available***MUA689 Percussion**

Hours 0.5-4

*No description available***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

Hours 3

Advanced course in music theory; topics may vary according to instructor.

MUS517 Special Topics in Music Composition

Hours 3

Advanced course in music composition; topics may vary according to instructor.

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

Hours 3

Materials vary each semester. May be repeated for credit up to four semesters.

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

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

MUS545 Graduate Vocal Pedagogy

Hours 3

A detailed study of the historical and contemporary methods of pedagogy, and analysis of pedagogical problems.

MUS546 Spanish Diction

Hours 3

This course entails the in-depth study and practice of Spanish lyric diction – its rules, exceptions, and special circumstances. Both Castilian and Latin American diction will be introduced.

Prerequisite(s): Students registering in this course should have had an undergraduate course in lyric singing diction and be familiar with the International Phonetic Alphabet.

MUS547 Russian Diction

Hours 3

This course entails the in-depth study and practice of Russian lyric diction – its rules, exceptions, and special circumstances.

Prerequisite(s): Students registering in this course should have had an undergraduate course in lyric singing diction and be familiar with the International Phonetic Alphabet.

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

Hours 3

Advanced study of a selected topic in musicology. Offered on demand.

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.

MUS562 Contemp Wind Ensmble Lit

Hours 3

Detailed examination of wind ensemble literature since 1950, with emphasis on performance analysis and conducting techniques in the works of Schuller, Hindemith, Persichetti, Schwantner, Penderecki, Bassett, Krenek and others. Offered spring semesters and during the first summer terms of odd-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.

MUS564 Wind Ensemble Pract I

Hours 2

Students are required to participate as conducting assistants and, if assigned, as performers in an instrumental ensemble. Offered fall semester.

MUS565 Wind Ensemble Pract II

Hours 2

Continuation of Wind Ensemble Practicum I. Offered spring semester.

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.

MUS581 Liturgy Arts Worship Practices

Hours 2

A study of the relationship between liturgy, music, and other related arts, both in history and current practice.

MUS591 Readings in Music History

Hours 3

Readings in Music History.

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.

MUS596 Comprehensive Examination

Hours 0

All master of music students are required to register for this course at the beginning of the semester during which they take the comprehensive examination. A grade will be determined entirely by an assessment of the student's performance on the comprehensive examination and will either be pass or fail. The course may be repeated once and must be passed if the student is to graduate.

MUS597 Oral Examination

Hours 0

All master of music students are required to register for this course at the beginning of the semester during which they take the oral examination. A grade will be determined entirely by an assessment of the student's performance on the oral examination and will either be pass or fail. The course may be repeated once and must be passed if the student is to graduate.

MUS598 Non-Thesis Research

Hours 1-12

No description available

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.

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

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

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.

MUS642 Vocal Pedagogy

Hours 3

An analytical survey of voice teaching with emphasis on practical application. Offered on demand.

MUS643 Brass Wind String 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

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

MUS653 Special Topics - Vocal Lit I

Hours 3

Students will acquire a basic working knowledge of standard solo art song by composers from Great Britain and France.

MUS669 Seminar in Wind Literature Large Forms

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

Hours 2

A thorough analysis and historical study of the repertoire for the lecture recital. May be repeated for credit.

MUS677 Topics In Organ Lit

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.

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.

MUS696 Comprehensive Examination

Hours 0

All doctor of musical arts students are required to register for this course at the beginning of the semester during which they take the comprehensive examination. A grade will be determined entirely by an assessment of the student's performance on the comprehensive examination and will either be pass or fail. The course may be repeated once and must be passed if the student is to graduate.

MUS697 Oral Examination

Hours 0

All doctor of musical arts students are required to register for this course at the beginning of the semester during which they take the oral examination. A grade will be determined entirely by an assessment of the student's performance on the oral examination and will either be pass or fail. The course may be repeated once and must be passed if the student is to graduate.

MUS698 Non-Dissertation 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

Prerequisite(s) with concurrency: 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

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.

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 mater, 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 mater 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 MagntoElectronic 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.

PH595 Independent Study

Hours 3

No description available

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

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.

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***PSC500 Departmental Seminar I**

Hours 0.5-1.5

This course covers information on teaching, research, and the profession of political science.

PSC501 Departmental Seminar II

Hours 0.5-1.5

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.

PSC543 Comparative Pub Pol

Hours 3

An examination of the actors and processes involved in making public policy, with an emphasis on the question of what kinds of governments are responsive to popular demands.

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

Hours 1-6

No description available

PSC598 Dir Reading & Research

Hours 1-6

No description available

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

Hours 3

An examination of selected problems in American politics. Content varies.

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

Hours 3

An examination of selected problems in comparative politics.

PSC641 Issues Internatl Rel

Hours 3

An examination of major problem areas in the international system and their effects. Content varies.

PSC642 Core Seminar in International Relations

Hours 3

A survey of contemporary theoretical approaches to the study of international relations, providing an overview of traditional and behavioral orientations.

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

Hours 3

An examination of selected political theorists. Content varies.

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

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.

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

PY581 Readings In Py Grad

Hours 1-3

Selected supervised readings.

PY591 Seminar In Py Grad

Hours 3

In-depth examination of a selected contemporary psychological area. Different sections offered each semester. Section descriptions are available at registration.

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.

PY604 Multivariate Methods Analysis

Hours 3

Multivariate analysis, with emphasis on MANOVA, discriminant analysis, canonical correlation, and the multivariate approach to repeated measures analyses.

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: PY602 and PY603 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): PY602 and PY603

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

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.

PY655 Seminar in Cognitive Psychology

Hours 3

Course provides in-depth coverage of current research in the area of cognitive Psychology.

PY656 Seminar in Social Psychology

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.

PY658 Psychopathology

Hours 3

A survey of manifestations of abnormal behavior, and the diagnosis of abnormal behavior and mental disorders.

PY664 Seminar in Psychometrics

Hours 1

Overview of Psychometric principles used to evaluate psychological test instruments.

PY666 Child Psychopathlg Treat

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

Hours 1-3

Seminar:Advanced General Psychology.

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 1

This graduate seminar introduces students to methods for the digital study of religion with a focus on the interfaces that enable computationally mediated scholarship. Students will tackle two core issues in digital scholarship: the development of computational research questions and the design and creation of digital text. Each student will develop a proof of concept for a computation-driven research question in their chosen field of study and a web page that introduces their project idea. The course is structured around a series of intensive, hands-on and collaborative workshops, the first focused on questions of computation and the second on web development.

REL504 Special Topics in Religion in Culture

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

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

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

REL561 Independent Study in Social Theory in Religious Studies

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

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 takeaways 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.

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.

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.

RL580 Special Topics

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.

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

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.

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 in Hispanic Linguistics Research

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.

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 Seminar in 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.

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 in Spanish Linguistics

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.

SP580 Graduate Seminar in 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

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.

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.

SP590 Open Topics

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.

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

Hours 1-6

May take the form of either a graduate seminar or individual research, as circumstances warrant.

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 for Stage design

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 draping 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.

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.

TH557 Sem Th Hy. American

Hours 3

Theatre and drama in the United States from its beginnings. Special focus on 19th-century developments and current post-modern adaptations of earlier plays and forms. Offered every three years.

TH558 American Feminist Theatre

Hours 3

A seminar/survey of 20th century American feminist texts, critical essays and videos tracking the shifting focus of feminist 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 Theatre Management

Hours 3

Principles of management applied to the fields of theatre operation and production, with emphasis on marketing, development, budgeting, and organizational structure.

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.

TH600 Advanced Practicum I

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.

TH601 Advanced Practicum II

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.

TH602 Internship

Hours 1-10

Professional, practical application of various theatre specialities in conjunction with professional/commercial theatre companies.

TH603 Advanced Practicum III

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.

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.

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

Hours 3

A studio course in the patterning, fit, and construction of garments popular prior to the 20th century.

Prerequisite(s): TH 431 or TH 531 or TH 432 or TH 632

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 Problems in Theatre 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

Hours 1-6

Independent Study of topic found within theatre.

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

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.

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.

WS510 Special Topics

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.

WS518 Concepts in Social Theory: Approaches to the Study of Race

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.

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.

WS532 Iss Prob Women Std Res

Hours 3

This seminar focuses on interdisciplinary research and problems in methodology in Gender and Race Studies.

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

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.

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 Corp Governance Risk Assessmt

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.

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

Hours 1-6

No description available

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

Hours 3

Examination of the literature and methodology associated with a specific research topic. Directed focus on development of second-year paper.

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.

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): EC413 (Grade of C- or better) or EC471 (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): EC308 (Grade of C- or better) or 310 (Grade of C- or better) or EC508; and EC309 (Grade of C- or better) or EC 311 (Grade of C- or better) or EC509

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

Hours 1-6

*No description available***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

Hours 1-6

None.

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.

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

EC631 Sem Internationl Finance

Hours 3

A survey of the most important professional literature dealing with international financial management.

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 ST 570 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.

EC676 Advanced Monetary Policy

Hours 3

This course is geared towards developing skills to conduct research in the areas of monetary theory and policy analysis. It builds on advanced topics that were introduced in Economics 616: Graduate Seminar on Monetary Economics. By the end of the semester, each student should have completed the initial stages of developing a potential dissertation chapter.

Prerequisite(s): EC 611 and EC 616

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

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 & Development

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

Hours 1-6

No description available

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

Hours 1-6

No description available

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 Finance 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.

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

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.

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

Hours 3

This course offers faculty a chance to present topics of interest to themselves and to students with interests in international business.

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.

MGT538 Workforce Planning

Hours 3

An analysis of the internal and external factors impacting an organization's ability to implement its mission through its workforce.

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

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.

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

Hours 3

This course is devoted to the study of current topics of interest in management.

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.

Prerequisite(s): MIS 502 co-requisite

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.

Prerequisite(s): MIS 501 co-requisite

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.

MIS516 MIS Practicum

Hours 3

Experiential learning in a dual-coached, commercial IS environment reporting to faculty and organizational management. Projects started during the practicum continue through the remainder of the program.

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

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

Hours 3

No description available

MIS592 Internship In Mgt Info Systems

Hours 3

No description available

MIS597 Spec Top Mgt Info Systems

Hours 1-6

No description available

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.

MIS670 MIS Behavioral and Organizational Theory and Design Research Seminar

Hours 3

The exploration of IS development and delivery research issues. Emphasis is placed on exploring the scientific method, theory building research, and methods of inquiry. Provides a framework for undertaking and evaluating MIS research.

MIS680 Research Seminar II

Hours 3

This doctoral research seminar will provide students with a strong foundation in the theoretical and methodological knowledge required to conduct rigorous security and privacy research projects that lead to manuscripts suitable for publication in leading journals. This knowledge is what we term "procedural knowledge" and, just as you cannot learn how to ride a bike by reading about it, students must engage in actual research activities to learn the requisite knowledge. In this course, students will first critically review security and privacy research publications from the leading MIS journals and then, based on those studies, conceive a full research project, including a relevant set of research questions and a research design appropriate to the questions.

Prerequisite(s): MIS 670 or Instructor Approval

MIS685 MIS Research Design Seminar

Hours 3

This course is an examination of the process of designing and conducting research projects on information systems phenomena. Students will gain an appreciation for the challenges and issues associated with the application of different research methodologies to MIS phenomena.

MIS690 Research Methods Seminar

Hours 3

This seminar is a discussion of the basis and principles of systems modeling and the methods of social science research. The seminar also nurtures the motivation to become a contributor to the organizational sciences and information systems research communities by examining research processes, methodologies, and strategies, the information systems research context, concepts, theories, the application of systems modeling, and the nature of MIS research.

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.

MKT511 Supply Chain Management

Hours 3

MKT 511 is a graduate (master's) level counterpart to MKT 411 Supply Chain Management. Its focus is on providing a managerial perspective of best practice supply chain management. The course encompasses the collaborative strategies and planning processes needed to build and manage supply chains for systemic effectiveness and efficiency. It will be offered coterminously with MKT 411 during each spring semester. The target students for MKT 511 are MBA's with marketing concentrations and master of arts (MA) and master of science (MSC) students in marketing. Graduate students in other degree programs may also enroll as an elective for graduate credit.

Prerequisite(s): MKT 518

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.

MKT522 Advanced Supply Chain Strategy

Hours 3

Supply Chain Strategies are key to firms developing a sustainable competitive advantage. This course addresses the changing and increasingly important role of supply chain management from a strategic standpoint. Topics include Distribution Strategy, Inventory & Information Strategy, Demand Management, Operations Integration, Outsourcing, Partnering & Customer Relationship Strategy, Redesign & Contingency Planning, Reverse Logistics, Strategic Sourcing, Technology and Sustainability. The main objective of the course is to teach the participants how to develop a comprehensive supply chain to support overall business objectives. The course is case based giving the student pragmatic training for their first career placement.

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 Introduction to Digital and Social Media Marketing

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: Co-requisites 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

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.

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 Marketing Consultant Projects

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

Hours 1-6

This course offers faculty a chance to present topics of interest to themselves and to marketing students.

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.

MKT674 Measurement & Structural Equation Modeling

Hours 3

A course that covers measurement theory and how it is applied in scientific research. Students learn to construct effective questionnaires, to develop psychometrically-sound measures of constructs, and to assess measure reliability and validity. Quantitative methods, including exploratory factor analysis, confirmatory factor analysis, and structural equation modeling, are emphasized. Offered fall semester.

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 both dependence models, such as multiple regression and MANOVA, and interdependence models, such as factor analysis. Offered fall semester.

MKT690 Theory Development and Use

Hours 3

This course provides an overview of the role of theory in academic research. The course begins with an introduction of philosophy of science concepts and follows with discussions of what constitutes theory and the importance and role of theory in academic research. To provide students with an appropriate background, various theories are discussed in-depth throughout the semester along with applications of those theories in the literature. Offered every fall semester.

MKT691 Graduate Seminar In Mkt

Hours 3

Through the reading of this course, we will explore in depth several specific areas that are informed by strategic marketing thought. We will not only trace the development of theory in marketing strategy, but chart several courses for future research.

MKT697 Marketing- Special Topics

Hours 3

This course offers faculty a chance to present contemporary research and practice topics of interest to marketing students.

MKT698 Research In Marketing

Hours 1-6

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 & Analy

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

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

Hours 1-6

No description available

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

OM623 Inventory Theory

Hours 3

A rigorous, mathematical treatment of stochastic single- and multi-item inventory models is performed. A numerical analysis and software package is used to implement and analyze such models.

Prerequisite(s): OM 523 and ST 560; or ST 550

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

Hours 1-6

Special Topics.

OM699 Dissertation Research

Hours 1-12

No description available

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

Prerequisite(s) with concurrency: ST 550 or ST 560 or ST 509 and and Equivalent courses may also be considered; subject to program approval.

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 collinearity. 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 Experiments

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 CHS 425 or CHS 525 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

Hours 3

*No description available***ST592 Internship**

Hours 3

*No description available***ST597 Special Topics**

Hours 1-6

*No description available***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.

ST697 Special Topics

Hours 1-6

Special topics in statistics.

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.

APR526 Advanced Media Research and Strategy

Hours 3

Students develop optimal media strategies to reach consumers in a complex media landscape, using advanced media and audience analytic techniques. Students complete sophisticated, research-driven media plans.

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 is designed to acquaint students with the ethical and professional practice of advertising and public relations. Students will prepare for the job and internship search by creating resumes, CVs, cover letters and portfolios that will make them viable on the job market. Students will also discuss networking, job etiquette, building relationships with stakeholders and clients, creating presentation-ready documents using Microsoft Office and Adobe Creative Suite, and presentation and pitching skills.

APR572 Persuasive Communication

Hours 3

The practice of creating, writing, editing, and producing persuasive communication for advertising and public relations. Writing skills are exercised extensively in this course.

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

Hours 3

The practice of developing ideas and creative strategies for professional evaluations about design and its application. Each student prepares a portfolio.

APR592 Integrated Communication Strategy

Hours 3

This course is designed to provide students with skills and concepts to communicate to stakeholders effectively using a variety of media channels (mass, controlled, digital, social, interpersonal) and focusing on communication as an art and a science. Emphasis is placed on assessing research to guide strategic decisions and on evaluating writing for persuasive content across various media channels.

Prerequisite(s): APR 551

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

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.

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.

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

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

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

BA533 Advanced Specializations in Bookbinding

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

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

BA592 Graduate Seminar

Hours 2,3

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

Hours 1-3

Workshops covering all subjects in the book arts, held both on and off campus.

BA594 Pract Teaching Book Arts

Hours 1-3

Practical experience teaching introductory courses in printing, binding, and other appropriate book arts.

BA595 Independent Project

Hours 1-6

Provides an opportunity for the student to pursue independently a project in the book arts.

BA596 Dir Research Book Arts

Hours 1-6

Provides an opportunity for an intensive investigation of both historical and technical studies of a book-arts craft.

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.

CIS602 Colloquium Comm Info Science

Hours 1

The course is part of orientation for all students in the PhD program. It must be taken during the third semester of study. The course is designed to allow doctoral students to learn about research being conducted within the College and to make formal presentations of their own research.

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

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.

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

Hours 3

The examination of a wide range of mediated texts through the intersecting perspectives of cultural, critical and rhetorical analysis.

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

Hours 3

Topics may vary. Study and analysis of the development and management of communication institutions and their place in society. May be repeated.

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 Seminar in Visual Communication

Hours 3

Study and analysis of visual communication in its various forms, intended uses, and potential effects. May be repeated.

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.

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

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.

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

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.

CIS683 Advanced Topics in Media Processes and Effects

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.

CIS684 Advanced Topics in Applied Communication

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.

CIS697 Directed Research

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.

CIS698 Independent Research

Hours 1-3

Study of a topic in librarianship under faculty direction. Not part of dissertation research.

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 Intro Graduate Studies

Hours 1

The primary goal is to orient new graduate students to the expectations and procedures of graduate study in the department. Topics covered include developing the plan of study, thesis prospectus, comprehensive examination, and choosing advisors and committees.

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.

COM515 African American Rhetoric

Hours 3

A historical-critical investigation of African American public discourse from the Revolutionary era to the present, exploring rhetorical strategies for social change and building community.

COM521 Political Communication

Hours 3

An exploration of rhetorical, media, and cross-disciplinary theories and literature related to political communication as expressed in campaigns and institutional governance.

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 Comm

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

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.

COM541 Contemp 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 Sem 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.

COM562 Theories Of Persuasion

Hours 3

A critical review of social-influence theories in the area of persuasion and human action.

COM563 Relational Communication

Hours 3

Focused investigation of 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

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.

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 Sem Organizatn Communctn

Hours 3

An introductory examination of historical and contemporary issues in organizational communication scholarship from a variety of theoretical and methodological perspectives.

COM572 Org Assessment/Intervent

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.

COM590 Internship

Hours 1-3

Proposal for supervised field experience in communication studies must be submitted and approved.

COM595 Special Topics

Hours 3

Topics vary by instructor.

COM598 Professional or Creative Project

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.

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.

Prerequisite(s) with concurrency: None

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.

JCM528 Editorial Analysis and Opinion

Hours 3

The art and practice of writing editorials, columns and other persuasive forms for print and online.

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

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.

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

Hours 3

Studies in selected aspects of the practice of journalism. May be repeated.

JCM573 Documenting Justice I

Hours 3

Documenting Justice I is an interdisciplinary course in documentary filmmaking. Harnessing a variety of perspectives drawn from disciplines across the humanities, students use film to document and analyze the many dimensions of culture and social experience at issue when focusing on a story of justice or injustice in Alabama. The course involves study of documentary history and theory as well as the ethics of cinematic non-fiction.

JCM574 Documenting Justice II

Hours 3

Documenting Justice II is an interdisciplinary course in documentary filmmaking. Harnessing a variety of perspectives drawn from disciplines across the humanities, students use film to document and analyze the many dimensions of culture and social experience at issue when focusing on a story of justice or injustice in Alabama. The course involves study of documentary history and theory as well as the ethics of cinematic non-fiction.

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

Hours 1-3

Independent study as arranged.

JCM597 Master's Project

Hours 1-3

Students produce a professional-level project or complete comprehensive exams.

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 Media Prod & Utilization

Hours 3

Instructional modules that introduce the student to basic skills in the preparation and utilization of educational media.

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 Modern 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 in the Web era.

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.

LS509 Distance Learn Lib Info Study

Hours 1

An intensive course that provides an orientation to distance learning in the School of Library and Information Studies. Technical issues related to distance learning, resource issues such as access to library and electronic collections, and socialization to librarianship are addressed. Particular emphasis is on the online MLIS program in which the student has enrolled.

LS510 Info Resrcs Humanities

Hours 3

Surveys and evaluates the major informational and bibliographical resources in literature, mythology, religion, philosophy, history, and the visual and performing arts. Stephens, Aversa.

LS512 Info Resources:Science

Hours 3

Surveys scientific and technical communication, the bibliographic structure of science and technology, and information services for scientists and technologists. In-depth study of the major information sources in biology, chemistry, physics, mathematics, engineering, and geology is included.

LS513 Professional Paths

Hours 3

This course introduces students to the variety of professional paths that an MLIS might pursue and will encourage students to explore the diversity of areas of library and information practice that may interest them. At the end of the course, students write an introduction to their program portfolio providing first attempts to define their own professional paths.

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.

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.

LS534 Medical Librarianship

Hours 3

Introduction to medical librarianship and the environment in which it operates. Orientation to the health care field, operation and administration of health sciences libraries, and basic information sources and services for the health sciences is included.

LS535 Records Management

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).

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.

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.

Prerequisite(s) with concurrency: 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.

Prerequisite(s) with concurrency: 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 Information Management

Hours 3

This course will survey information management tools and techniques applied for maintaining, processing, and disseminating digital information. Specific topics will include physical database structures, database design, database-driven web applications, user interface, and representation for retrieval. Course exercises cover fundamental techniques for data modeling, implementing and querying databases, and information visualization.

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.

LS590 Issues In Librarianship

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.

LS598 Directed Research

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.

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.

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 communication and knowledge/information production in Europe and the United States. Topics include orality and literacy, reading, authorship, copyright, markets and distribution, and the future of books in a digital age.

LS655 Book 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, bindings, and other semiotic systems and bibliographic signifiers, 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.

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.

Prerequisite(s) with concurrency: None

MC526 Race and Gender in 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

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.

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

Hours 3

Special topics in mass communication theory and research. May be repeated.

College of Community Health Sciences Courses

CHS515 Cultural Competency in Healthcare

Hours 3

The increasing cultural diversity in the United States has profound implications for population health science and practice. This course is designed to address a broad range of theoretical, research, ethical, and clinical issues related to cultural competency in healthcare.

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

Hours 1-3

Selected topics in Community Health Sciences offered by CCHS faculty members.

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

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.

CHS622 Directed Research in Community Health

Hours 3

An advanced applied-research course designed to develop skills in the analysis and evaluation of health problems of community interest.

Prerequisite(s): CHS 520 and CHS 525

CHS627 Multivar Meth Hlt Stats

Hours 3

Emphasis is on application and interpretation of statistical software that performs techniques such as multivariate analysis of variance, discriminant analysis, logistic regression, log-linear modeling, and factor analysis.

CHS660 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.

CHS661 Imaginary Logic of Advanced Drug Delivery Program

Hours 1

This graduate level course presents topics designed to bring together divergent thinking (imaginary) with convergent thinkers (logical) to provide a platform to train the next generation of graduate 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 graduate students the depth and breadth of understanding in drug discovery and development that will be applicable throughout their careers, regardless of their research focus.

CHS662 Formulations Science Lab

Hours 3

This research-based laboratory course provides training in the developing the next generation 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. For students who have interest and aspire to research careers in interdisciplinary advanced drug delivery, 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: CHS 660

CHS663 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. For students who have interest and aspire to research careers in interdisciplinary advanced drug delivery, 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): CHS 662

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.

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.

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 NUR 581 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

Students will become familiar with how electronic health record (EHR) data that can be used to participate in quality improvement and research. Class will involve exploring the structure of data generated by EHRs and understanding how to manipulate the data and operationalize it for quality reporting and research. The goal of the class will be for clinicians and managers to be able to produce data for MACRA, PCMH, and other common quality initiatives. In addition those with a research focus will get a hands on view of EHR data and how to use it to answer research questions.

POPH535 Data Management

Hours 3

This course educates students on the basic tenets of relational databases, the components of 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.

POPH595 Population Health Applications (Non-Thesis)

Hours 3

The practicum is a planned, supervised, and evaluated work experience that complements 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 identify 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.

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

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.

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.

College of Education Courses

AEL520 Leadership for Communities

Hours 3

A study of individual and group leadership skills for purpose of addressing issues that impact student learning, engaging families in decisions at the school and district levels and building community support for schools.

Prerequisite(s): SPE 300 or SPE 500

AEL521 Leadership for Improvement

Hours 3

Prepares prospective educational administrators for grade P-12 to provide the instructional leadership for continuous improvement of schools. Focuses on knowledge and understanding about learning methods and strategies for program planning, design, implementation and evaluation.

Prerequisite(s): SPE 300 or SPE 500

AEL522 Teaching and Learning

Hours 3

Places emphasis on developing the school leader's knowledge of teaching and learning and her/his abilities to lead, coach, participate in and enhance teacher dialogue about student learning.

Prerequisite(s): SPE 300 or SPE 500

AEL523 Human Resource Development

Hours 3

Basic concepts of effective supervision, including supervisory roles and functions, communicative interaction and formative and summative strategies for improving instruction.

Prerequisite(s): SPE 300 or SPE 500

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.

Prerequisite(s): SPE 300 or SPE 500

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.

Prerequisite(s): SPE 300 or SPE 500

AEL526 Data Informed Decision Making

Hours 3

Uses school based data as a vehicle to illustrate the applicability of decision making models in the resolution of school problems.

Prerequisite(s): SPE 300 or SPE 500

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.

Prerequisite(s): SPE 300 or SPE 500

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.

AEL667 Multicult Soc Ed Leadshp

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.

AEL669 Curriculum Study Schoolg

Hours 3

An inquiry into the curriculum of schooling. Critical analysis of the relationship of curricular decision making to social and political systems and other school context variables is emphasized. Application is made to contemporary issues and problems in school leadership and restructuring.

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.

AEL681 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. The course emphasizes an interdisciplinary approach to the foundations of ethical theory and aims to establish a conceptual framework for the resolution of moral and ethical questions prevalent across the educational spectrum.

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.

AEL695 Sem 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.

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 Eductn

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 Eductn

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 Eductn

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

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).

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

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.

AHE642 Sem Inst Resrch & Assesm

Hours 3

An overview of the institutional research and analysis techniques utilized in contemporary higher education. The course is configured for those with an interest in conducting institutional research and/or working in offices of institutional research on the campus, system, and/or state level.

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

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.

AHE685 Implementing Multicultural and Diversity Initiatives in Higher Education Practice

Hours 3

This course is designed to provide overview of issues related to multiculturalism and diversity in American Higher Education and to help students learn how these issues influence higher education practices.

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

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.

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

Advanced theory and applications of educational technology. Including the effects of technology on thinking and learning, and the effects of technology in problem solving and other higher-level thinking skills, the course examines current research on computerized learning (CAI, simulation, and tutorials) and other relevant topics such as virtual reality, games and gaming theory, hypertext (design and comprehension), presentation software, groupware for cooperative learning, and telecommunications (distant and/or distributed learning).

AIL602 Electrc 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

Hours 3

This course is designed to aid students in understanding and synthesizing research and developing theoretical approaches to the study of instructional technology.

AIL608 Diversity, Inclusion, Equity and Accessibility in Instruct. Tech Design and Implementation

Hours 3

Students will explore issues of diversity, inclusion, equity, and accessibility when designing and implementing learning technologies.

AIL630 Technology Management

Hours 3

This course introduces learners to theories and models for managing technology as an instrument of change and performance improvement in schools and organizations.

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

AIL691 Doctoral Seminar: Instructional Technology

Hours 1

This doctoral seminar presents opportunities to study or work independently on topics or projects of collective concern in the IT doctoral program.

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 515

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 Proceid 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

Hours 1-3

This course is designed to offer students a range of counseling-focused 500-level special topic classes.

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 514

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.

BCE616 Advanced Practicum In Counseling

Hours 3-6

Supervised practice in counseling for advanced majors. Offered alternate spring semester.

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 6-18

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 or BCE 617

BCE626 Readings

Hours 3

Independent study under faculty direction. Offered fall, spring, and summer semesters/terms.

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

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.

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

Hours 3

Individualized readings in the sociology of education, with a focus on the educator as reflective practitioner and facilitator of learning.

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 Eductn

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 Critical Race Theory In Educ

Hours 3

This seminar explores the history, theory, and educational implications of critical race theory 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.

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

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

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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.

Writing

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.

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

Hours 1

An advanced seminar covering special topics in Educational Psychology.

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. Offered fall, spring, and summer semesters.

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.

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 & Aesthc: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 The Materialist Turn in Qualitative Inquiry

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 from 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

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

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 instruments 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

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

Hours 1-3

Offered fall and spring semesters and in summer school.

BER695 Spec Top in Ed Research

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

BER698 Non-Dissertat Research

Hours 3-6

No description available

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BER699 Dissertation Research

Hours 1-12

No description available

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BSP500 Intro School Psychology

Hours 3

The history, role, and ethical and legal issues of school psychology are studied. The school psychologist's role in team decision making is emphasized.

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.

BSP522 Social-Behavioral and Academic Assessment and Data-Based Decision Making

Hours 3

Study of behavioral, social-emotional, and academic assessment, emphasizing data-based decision making for children with learning and/or behavioral problems; using data in meaningful educational and psychological interventions is also stressed.

Prerequisite(s): Permission of instructor.

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 522, 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 Neuropsych

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.

BSP625 Behavioral Consultation and Interventions for School-Based Problems

Hours 3

Study of consultation with teachers, administrators, parents, and various community agencies, emphasizing 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 500 or permission of the instructor

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.

BSP635 Academic and Instructional Consultation and Intervention
Hours 3

Advanced study of assessment and remediation of academic skills problems for children with learning challenges and disabilities, instructional and academic consultation, aptitude-treatment interaction, study-skills training, self-regulation and monitoring, peer-influenced academic interventions, prevention, and other interventions to meet the needs of all students in inclusive settings.

Prerequisite(s): BSP 500 or permission of the instructor

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
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).

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 Elemn 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, CEE 401, CEE 492, 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, CEE 401, CEE 492, 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, CEE 550, CEE 560, CEE 578, 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.

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

Hours 1-3

In-class opportunities to analyze and discuss current topics, problems, and/or projects of collective concern. Topics vary.

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.

CIE523 Teaching Visual Arts

Hours 3

This course will focus on the practice of teaching art education in pre-kindergarten, primary, middle and secondary levels. The theory supporting engaging art education and the available and appropriate tools, strategies and resources will be investigated. Students will develop a working knowledge of art materials and methods appropriate for each level of growth.

Prerequisite(s): CSE 390, EDU 200, SPE 500, CEE 320, BEF 510

Prerequisite(s) with concurrency: CIE 592, CRD 512

CIE524 Improving Visual Arts Instruction

Hours 3

This course will focus on the practice of teaching visual arts education in pre-kindergarten, primary, middle and secondary levels. The theory supporting engaging visual arts education and the available and appropriate tools, strategies and resources will be investigated. Students will develop a working knowledge of art materials and methods appropriate for each level of growth.

Prerequisite(s): CSE 390, EDU 200. SPE 500, CRD 512, BEF 510, CIE 523, CIE 592

Prerequisite(s) with concurrency: EDU 500 and CIE 597

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

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

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.

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.

CIE656 Sem For Language Eductn 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.

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.

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 translanguaging literacies and study emergent multilinguals in the U.S. public schools.

CIE676 Linguistics Classroom Teachers

Hours 3

This course involves advanced investigation within general areas of applied linguistic studies such as phonology, morphology, syntax, semantics, discourse, pragmatics, writing systems, etc., and their impact on second language acquisition.

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.

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.

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 510, CRD 511, and CRD 512

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. and and Corequisite: CRD 654

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

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 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.

CSE579 Teach Sec School English

Hours 3

Methods and media essential to effective instruction in English in the secondary school.

Prerequisite(s) with concurrency: CSE 592, CRD 512, BER 550

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) with concurrency: 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 406 with a minimum passing grade of C-

Prerequisite(s) with concurrency: CSE 592, CRD 512

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.

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 Sec School Mathematics

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.

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 Imprvg Math Teaching w/Tech

Hours 3

Focuses on the implementation, refinement, and assessment of mathematics teaching using advanced and new technologies including advancing critical thinking and cognitive task levels of classroom mathematics instructions.

CSE690 Advanced Seminar

Hours 1-3

In-class opportunities to analyze and discuss current topics, problems, and projects of collective concern. Topics vary.

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

Prerequisite(s) with concurrency: Student teaching 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

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.

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.

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

Hours 1-3

Designed to provide the opportunity for independent study in a specific area of Kinesiology.

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

Hours 3

An independent readings course for doctoral students.

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.

MUE589 Clinical Experiences in Music Education

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

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MUE599 Thesis Research

Hours 1-6

No description available

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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

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MUE699 Dissertation Research

Hours 1-12

No description available

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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 Educt

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.

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.

SPE575 Practicum in Early Childhood Special Education (0-8 years)

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 Practicum in Severe Disabilities Education (K-12 grades)

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 Practicum in Collaborative (K-6 or 6-12 grades)

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

Hours 3-6

May be repeated for credit. Selected topics, review and critique of current literature, research problems, and methodology.

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.

SPE611 Ind Study In Spe

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.

SPE612 Readg Research In Spe

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.

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 Advanced 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 Special Education Leadership, Policy and Law

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.

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.

AEM515 Micro-Aerial Vehicles (MAVs)

Hours 3

This course surveys topics related to micro air vehicles (MAVs). These are small, flying vehicles generally classified by a maximum length of 15 cm. It is intended to be interdisciplinary in nature, involving seniors and first-year graduate students from different engineering academic departments.

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.

AEM517 Aircraft Systems

Hours 3

The principal objective of this course is to establish, develop, and refine capability in the integrated analysis and interdependency of aircraft systems.

AEM520 Computational Fluid Dynamics

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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; hoo optimal control; h2 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.

Prerequisite(s): AEM 360

AEM591 Special Problems

Hours 1-6

Independent investigations of special problems. Credit is based on the amount of work undertaken.

AEM592 Special Problems

Hours 1-6

Independent investigations of special problems. Credit is based on the amount of work undertaken.

AEM594 Special Projects

Hours 1-6

Planning, executing, and presenting results of an individual project involving a research design, analysis, or similar undertaking.

AEM598 Non-Thesis Research

Hours 1-3

Research not related to thesis.

AEM599 Thesis Research

Hours 1-12

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

Compressible and incompressible airfoil and wing theory.

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.

AEM625 Advanced Computational Fluid Dynamics

Hours 3

Finite volume methods for numerical analysis of transport problems including fluid dynamics and heat transfer in complex curvilinear boundary fitted domain will be developed and applied.

Prerequisite(s): AEM 420 or AEM 520

AEM626 Unsteady Flow

Hours 3

This course develops, analyzes and discusses unsteady potential flow theory and the calculation of steady and unsteady aerodynamic loads and response on airfoils, wings and bodies as well as corresponding topics of current interest.

Prerequisite(s): BSAE or AEM 500 or instructor's consent

AEM630 Flow Control

Hours 3

Passive, active and reactive flow management strategies to achieve transition delay/advance, separation control, mixing augmentation, drag reduction, lift enhancement, and noise suppression. Unified framework for flow control.

Prerequisite(s): AEM 500 or AEM 621 or equivalent

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

Concepts of positioning, navigation, and timing; global navigation satellite systems; inertial navigation systems; magnetometers; coupled inertial/satellite navigation; radar; lidar; passive optical; single and multi-target tracking; probabilistic data association filter; random finite set theory; probability hypothesis density filter; generalized labeled multi-bernoulli filter; simultaneous localization and mapping.

Prerequisite(s): AEM 566

AEM668 Adv. Flight Dynamics & Control

Hours 3

High fidelity modeling of aircraft dynamics due to variable mass, rotating mass, unsteady wind, variable gravity, rotating and ellipsoidal earth, and elastic structures; advanced simulation of aircraft; uncertain aircraft dynamics modeling; robustness analysis; robust optimal control design methods for multiple input, multiple output flight vehicle dynamics.

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

Hours 1-3

Independent investigations of special problems. Credit is based on the amount of work undertaken.

AEM694 Special Project

Hours 1-6

Planning, executing, and presenting results of an individual project involving a research design, analysis, or similar undertaking.

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 Mangement

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 Managmnt

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

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

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 advances 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.

CE542 Waste Containmnt Facility

Hours 3

Introduction to the fundamentals of soil behavior as they relate to environmental engineering. Topics include soil behavior, soil compaction, conduction phenomena, geosynthetics, and aspects of landfill design.

Prerequisite(s): CE 320

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

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, BER 245, 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)

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

Hours 1-3

Independent study. Credit is based on the amount of work undertaken.

CE592 Graduate Independent Study in Civil Engineering Sub-Discipline

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.

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

CE636 Advanced Infrastructure Materials

Hours 3

Introduction to advanced and innovative materials used in civil infrastructure systems. An introduction to research methodology in materials is also included.

Prerequisite(s): CE 331

CE641 Wind Engineering

Hours 3

This research-oriented class is intended to provide a rational description of the phenomena involved and to develop appropriate analytical and design tools for structural engineering. The course attempts to present a synthesis of the main trends of specialized literature in Wind Engineering.

Prerequisite(s): CE 531

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

Hours 1-6

Advanced work in some area of specialization. Credit awarded is based on the amount of work completed.

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.

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.

CHE591 Special Problems

Hours 1-4

Open to properly qualified graduate students. Advanced work of a research nature. Credit is based on the amount of work completed.

CHE592 Special Problems

Hours 1-3

Open to properly qualified graduate students. Advanced work of a research nature. Credit is based on the amount of work completed.

CHE595 Seminar

Hours 1

Discussion of current advances and research in chemical engineering, presented by graduate students and other speakers.

CHE596 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.

CHE695 Seminar

Hours 1

Presentations of dissertation research.

CHE696 Seminar

Hours 1

Presentations of dissertation research.

CHE698 Non-Dissertation Research

Hours 1-6

No description available

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.

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.

CS557 Database Management Systems

Hours 3

This course provides a graduate level presentation of Database Management Systems. Constituent parts of database management (design, creation, and manipulation of databases), client-server, relational, and object-oriented data models.

Prerequisite(s): CS 200, CS 201, and ECE 383 each with a minimum grade of C-

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.

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.

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.

CS591 Special Topics In CS

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.

CS592 Independent Study

Hours 1-12

This course requires a written proposal that must be approved by the sponsoring faculty member before registration.

CS598 Non-Thesis Research

Hours 1-6

*No description available***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.

CS602 Adv Formal Lang & Machin

Hours 3

Regular languages, context-free languages, recursive and recursively enumerable languages, nondeterminism, and undecidability.

Prerequisite(s): CS 475 or CS 575

CS603 Organz Program Languages

Hours 3

Design and implementation of programming languages; syntax and translation; semantic structures and run-time representations; data, operations, control structures, and storage management.

Prerequisite(s): CS 403 or CS 503

Prerequisite(s) with concurrency: CS 403

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

CS612 Advanced Data Structures

Hours 3

A graduate-level study of data structures. Topics include self-balancing trees binomial and Fibonacci heaps, disjoint sets, graphs and digraphs.

Prerequisite(s): CS 470 or CS 570

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 Protocol

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 or ECE 406 or ECE 506 or ECE 502

CS630 Empirical Software Engineering

Hours 3

Introduction to empirical research methods in software engineering. Focus on measuring processes and designing experiments.

CS691 Special Topics

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.

CS692 Independent Study

Hours 1-12

This course requires a written proposal that must be approved by the sponsoring faculty member before registration.

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

ECE538 Integr Circuit Fabr Prin

Hours 3

Study of the processing tools used in semiconductor device fabrication. Topics include semiconductor fundamentals, semiconductor device fabrication processes, interconnections and contacts, integrated circuit packaging, and chip yield. Oral presentation and advance analytical work required.

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

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

ECE561 Quantum Well Elec & Devices

Hours 3

Energy levels and wave functions of semiconductor microstructures; envelope function approximation; quantum wells, superlattices; excitons; optical and electrical properties; selection rules; quantum confined Stark Effect; Wannier-Stark localization; field-effect transistors, tunneling devices, quantum well lasers, electro-optic modulators, quantum-well intersubband photodetectors.

Prerequisite(s): ECE 330 or PH 253

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

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.

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.

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

ECE585 Programmable Logic Controllers

Hours 3

Programmable Logic Controllers, fundamentals of ladder logic programming and PLC systems, advanced PLC operation and related topics including networking, control applications, and human machine interface design.

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

Hours 1-5

Advanced topics of a specialized nature.

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

ECE663 Spin Electronics

Hours 3

Electron spin. Giant magnetoresistance theory. Spin-tunneling phenomena in magnetic tunneling junctions. Spin structure to spin electronics. Image of magnetization configuration. Magnetic materials for spin electronic devices. Spin transport to design of magnetic nanodevices.

Prerequisite(s): ECE 463 or ECE 563

ECE693 Special Topics

Hours 1-9

Advanced topics of a specialized nature.

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.

ECE699 Dissertation Research

Hours 1-12

No description available

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

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***IDGR605 Graduate Internship**

Hours 4.5

*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.

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.

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 fluent 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.

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.

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.

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.

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 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.

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.

Prerequisite(s): ME 360, ME 372, and ME 472

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.

ME591 Special Problems

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.

ME594 Special Project

Hours 2-6

Planning, executing, and presenting results of an individual project involving a research design, analysis, or similar undertaking.

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.

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

Hours 1-6

*No description available***ME694 Special Project**

Hours 2-6

Planning, executing, and presenting results of an individual project involving a research design, analysis, or similar undertaking.

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

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.

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

MTE546 Macroscp Transp Mat Proc

Hours 3

Elements of laminar and turbulent flow; heat transfer by conduction, convection, and radiation; and mass transfer in laminar and in turbulent flow; mathematical modeling of transport phenomena in metallurgical systems including melting and refining processes, solidification processes, packed bed systems, and fluidized bed systems.

Prerequisite(s): MATH 238 and MTE 353

Prerequisite(s) with concurrency: MTE 271

MTE549 Powder Metallurgy

Hours 3

It is an elective class for graduate students, and is aimed at providing metallurgical engineering students with in-depth knowledge of powder metallurgy technology which is one of principal technologies for manufacturing near net-shape products. This course covers all processing steps involved in transforming powders into consolidated products, starting from powder fabrication to sintering of compacted powders with emphasis on the scientific principles associated with design and operation of these processes and on the structure and physical properties of the final product. The applications and specific engineering details are used as illustration. The ultimate goal of this course is to make students be able from the materials learned to select and design the optimal processing route for any given product properties.

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

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 treatments of the fundamentals of symmetry, crystallography, crystal structures, defects in crystals (including dislocation theory), and atomic diffusion.

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

Hours 1-4

Advanced work of an investigative nature. Credit awarded is based on the work accomplished.

MTE592 Special Problems

Hours 1-3

Advanced work of an investigative nature. Credit awarded is based on the work accomplished.

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

MTE643 Magnetic Materials and Magnetic Recording

Hours 3

This course provides knowledge on basic magnetism and magnetic materials of various types, and also introduces the applications. Origin of magnetism, ferro-magnetism, anti-ferro-magnetism, ferrimagnetism, hard- and soft-magnetic materials, spintronics, magnetic recording, magnetic random access memory (MRAM), spin-transfer-torque MRAM, spin transistor and Optical recording.

Prerequisite(s): MTE 271 and permission of instructor.

MTE655 Electron Microscopy Matl

Hours 4

Topics include basic principles of operation of the transmission electron microscope, principles of electron diffraction, image interpretation, and various analytical electron-microscopy techniques as they apply to crystalline materials.

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

Hours 1-3

Credit awarded is based on the amount of work undertaken.

MTE698 Non Dissertation Research Hours

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, ATR 505, ATR 507 & 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, 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, ATR 511, ATR 513, & 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, ATR 511, ATR 513, & 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, ATR 503, ATR 505 & 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, ATR 509, ATR 513, & 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, ATR 509, ATR 511, & 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, ATR 525, ATR 531, ATR 533, 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, ATR 509, ATR 511, & 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 & 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, ATR 521, ATR 531, ATR 533, & 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, ATR 521, ATR 525, ATR 533, 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, ATR 521, ATR 525, ATR 531, & 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, ATR 503, ATR 505, 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, ATR 521, ATR 525, ATR 531, & 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 & 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 & 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 & 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.

ATR554 Advanced Clin Eval Diag

Hours 3

Advanced clinical evaluation and diagnosis of structural and functional of soft tissue and skeletal injuries through the acquisition, application and integration of clinical skills. Focus on consideration of the entire kinetic chain in the examination and diagnostic process.

ATR555 Pharmacology in Athl. Trng

Hours 3

The study of pharmacologic agents used in the management of acute and chronic illnesses and their response to and impact on physical activity. Discussion of acute and chronic illnesses.

ATR556 Manual Therapy

Hours 3

Advanced evaluation of the structure and function of soft tissues and articulations. Focus on the acquisition and application of clinical skills in manual therapy with emphasis on the integration of manual therapy into the overall treatment plan.

Prerequisite(s): ATR 554 or HAT 554

ATR557 EBP Ther Modalities

Hours 3

A review of current theories, methods and techniques in the application of therapeutic modalities and a critical review of the evidence in support of these clinical practices.

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.

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, ATR 545 & 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, ATR 525 & ATR 530

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 Skill

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 1

Foundational financial planning principles and practice for graduate students without exposure to financial planning as an undergraduate student. Topics include time value of money, financial goal setting, budgeting, risk management, savings, 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.

CSM547 Digital Resources

Hours 3

Online class providing students with technological skills to live and work in a digital environment. Asynchronous class trains students in the use of computers, Internet, Web 2.0, mobile devices and other digital tools. Aids graduate students in any major with skills to enhance their career paths.

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

Prerequisite(s) with concurrency: 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 RHM 474 or AC 210 or AC 211

CSM559 Tech of Counsl in Cons Science

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.

CSM566 Multimedia Design Development

Hours 3

Reviews the basic schools of thought and major theorists in the field of electronic design and development. Advanced development tools in the context of actual design and development projects. Students will combine an understanding of the theory of design and development with advanced tools.

Prerequisite(s) with concurrency: CSM 564

CSM568 Emerging Technologies

Hours 3

New technologies will be introduced as emerging tools for personal productivity, training-education, and marketing customer service areas and examined in terms of policy, implement issues within organizations and applications within the various fields of the students. Ethics, privacy and security will also be addressed.

CSM570 Coor Delivry Info W/Digitl Tech

Hours 3

An ever-growing range of options are available for delivering information via digital technologies, including web-based tutorials, online courses, webinars, synchronous and asynchronous communication media, multimedia presentations, Web 2.0 technologies, and wireless hand-held devices. The tools needed to coordinate these technologies will be addressed from the viewpoint of developer and content manager.

Prerequisite(s) with concurrency: CSM 564

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.

CSM575 Entrepreneurship In Hes

Hours 3

Sound advice and vital practical help on developing an idea into a business and the different aspects of managing a home-based or small business. Examines each segment of creating and managing a small business.

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.

CSM580 E-Commerce@Ches

Hours 3

Sound advice and vital practical help on developing an idea into a business on the internet. Addresses the different aspects of designing a web site, internet marketing, the role of search engines, measuring the effectiveness or an internet strategy.

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.

CSM583 Spec Prob in Inter Tech

Hours 3-6

This is the Capstone Project Plan II (for the IT specialization), featuring exploration of a special problem in an area of graduate study.

Prerequisite(s): CSM 564

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.

CSM590 Spec Prob Consmr Affairs

Hours 2-6

No description available

CSM591 Spec Prob Cons/Fam Econ

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.

CSM592 Prob Fam Fin Plan Couns

Hours 2-6

No description available

CSM593 Special Problems in Technology

Hours 3

This course is open to qualified graduate students who will study special problems in technology.

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

Hours 3

Application of behavioral science theories to clothing.

CTD561 Quality Control for Textiles

Hours 3

Quality Assurance for Textile offers the opportunity for graduate fashion retailing and apparel design students to develop a deeper and broader understanding of textile materials. Offered during the fall semester only, the class meets with the lectures and labs of CTD 461.

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

Hours 1-4

Independent investigation of selected topics in clothing.

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

Hours 3

Comprehensive review and critical evaluation of the literature in clothing and textiles.

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

No description available

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 Thery

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 Stdy

Hours 1-6

Provides an opportunity to pursue special needs and interests. Students work primarily on their own, but under supervision.

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 HDFFS. 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.

HD631 Readings Human Developmt

Hours 3

With an interdisciplinary approach to issues and concerns in life-span development, the course examines theory and research on selected topics.

HD633 Special Topics in Human Development and Family Studies

Hours 1-3

In-depth understanding of contemporary research and practice topics in human development and family studies.

HD636 Special Topics in Child Life

Hours 1-3

In-depth understanding of contemporary research and practice topics in child life.

HD637 Special Topics in Marriage and Family Therapy

Hours 1-3

In-depth understanding of contemporary research and practice topics in marriage and family therapy.

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 America 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

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.

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

Hours 3-6

A detailed examination of a discipline-specific issue, topic or problem that impacts the lives of individuals, families or communities.

HES591 Special Problems in Human Sciences

Hours 3

This course is open to qualified graduate students who will study special problems in human sciences.

HES592 Special Problems in Sports Business Management

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

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

Hours 3

Critical analysis of current issues in selected areas of human environmental sciences. May be taken up to a total of four times.

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.

HHE515 Advanced Foundations of Health Promotion

Hours 3

Open to graduate students in all divisions of the University. Designed to provide understanding pertaining to advances in the health sciences.

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 and HHE 565 and 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.

HHE566 Program Evaluation in Health Promotion

Hours 3

Process, impact and outcome evaluation methods used to effectively evaluate health education/health promotion programs in the community, medical care, school and work site are reviewed.

Prerequisite(s): HHE 515 HHE 520 HHE 530

Prerequisite(s) with concurrency: HHE 506 and HHE 565

HHE580 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, HHE 530, HHE 565

HHE581 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

HHE584 Worksite Health Promotion Programs

Hours 3

Workplace health promotion program design, implementation, and evaluation that is grounded in health theory, evidence-based, and promotes health equity while addressing health care cost concerns.

HHE585 Public Health Practice

Hours 1-3

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 512 and HHE 515 and HHE 521 and HHE 526 and HHE 586

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

Hours 1-6

Designed to provide the opportunity for independent research in any area of health education.

HHE597 Clin Health Prom

Hours 3

Integration and application of the principles of health education and health promotion in the patient care setting.

Prerequisite(s): HHE 515 and HHE 520 and HHE 530 and HHE 566 and HHE 565

Prerequisite(s) with concurrency: HHE 566

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

Hours 3

An independent readings course for doctoral students.

HHE603 Spec Projects In Health

Hours 3

Experimental or analytical investigations of problems in health education. Arranged on an independent basis for doctoral students.

HHE604 Seminar In Health

Hours 1-3

Critical and emerging issues in health education and health promotion.

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.

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.

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 Critical 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.

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

Hours 1-6

Instructor permission required.

Prerequisite(s): Instructor permission required.

NHM591 Spec Prob Food Science

Hours 3-6

No description available

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.

NHM610 Nutrition and Health Disparities

Hours 3

This course is designed to explore health disparities in minority populations, societal factors that impact their health and dietary intake, the differing needs and metabolism of nutrients by population, and educational techniques and healthcare management strategies to maximize the nutritional health of minority populations.

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

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.

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.

RHM500 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.

RHM521 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.

RHM551 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.

RHM552 Trends and Issues in Sports Business Management

Hours 3

This course is designed for sport professionals desiring to increase their knowledge and understanding of trends and issues in international sport programs. Being a travel class to the United States Olympic Committee headquarters in Colorado Spring, a travel fee is required.

RHM555 Sports Sales and 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.

RHM559 International Strategies in Sports

Hours 3

This course is designed for sport professionals desiring to increase their knowledge & understanding of management & administration issues in the international sport industry.

RHM560 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.

RHM561 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

RHM570 Leaders Mgt Hospitality Indust

Hours 3

An examination of contemporary leadership and management theories and practices used in the hospitality industry.

RHM575 Sport and 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.

RHM576 Strategic Management in Hospitality and Tourism

W

Hours 3

Formulation, development, and implementation of strategic management in the hospitality and tourism industry.

Prerequisite(s): None

Writing

RHM580 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.

RHM588 Current Trends Food System Mgt

Hours 3

An exploration of a variety of issues of importance to effective management of food service operations. Topics vary to meet students' interests and issues facing the food service industry.

RHM592 Special Topics in RHM

Hours 3-6

Problems related to the operations of hospitality organizations such as hotel, restaurants, clubs and conventions and meeting management facilities.

RHM593 Special Problems in Sports Business Management

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 the sports industry. This work experience must take place in a professional organization, in which the student has been selected and offered a fellowship. The professional experiences and fellowships aid the graduate student in expanding their management knowledge and skills in a variety of sport industry settings. These settings include sport, hospitality, tourism, athletics, and entertainment operations. The keys to "Success in the Sport Industry" are a committed investment in quality professional experiences, advanced level knowledge and ability to connect the theory to practice.

RHM596 Seminar Hospitality Management

Hours 3

Discussion, reading, and exploration of operational issues related to the hospitality industry.

RHM598 Non-Thesis Research

Hours 3

Experimental or analytical investigation of a topic in restaurant, hotel, or meeting management.

Prerequisite(s): HES 509

RHM599 Thesis Research

Hours 1-6

Faculty-mentored development of graduate thesis research.

Prerequisite(s): HES 509

College of Nursing Courses

NUR500 Population Health

Hours 3

The purpose of this required core MSN course is to prepare students to evaluate health care needs at the population level with a particular focus on rural and medically underserved populations. An epidemiological approach will be utilized to explore relevant population based topics.

Prerequisite(s): Admission into MSN Program

NUR503 Nursing Informatics in Healthcare

Hours 3

This required course focuses on the ethical management of data, information, knowledge, and technology to communicate and deliver safe quality healthcare within and across various healthcare settings. This course incorporates the concepts of nursing science, computer science and information science with information technology tools commonly found in practice. Students are introduced to the nursing informatics specialty and the use of technology to augment nursing care delivery and patient safety.

NUR505 Advanced Health Assessment

Hours 3

This course will assist the graduate nursing student to further develop health assessment skills for obtaining and recording a systematic health history as well as advanced holistic health assessment of individuals across the life span.

NUR507 Organizational & Systems Leadership

W

Hours 3

The purpose of this required core MSN course is to prepare future nurse leaders for organizational and systems leadership in healthcare as it relates to producing quality patient outcomes in a safe and efficient manner. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of a BSN student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Writing

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

NUR513 Special Topics

Hours 1-4

This course focuses on selected MSN topics under the sponsorship of a nursing faculty member with relevant expertise.

NUR514 Research and Evidence-Based Practice

Hours 3

The purpose of this required core MSN course is to prepare students to evaluate research methods, designs, instruments, research ethics, and statistics used in health research. The course will also provide students with models for evidence-based practice design and translation and quality improvement. Students will formulate clinical questions, identify, evaluate and critically appraise evidence, and translate the evidence into practice environments for safe, quality care.

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

Hours 1-4

*No description available***NUR518 Social Media for Healthcare**

Hours 3

This elective course focuses on the use of social media programs and applications within the healthcare setting. This course will equip healthcare providers with the knowledge and skills needed to effectively use social media within their professional settings. Students will be introduced to social media literacy, social media software, and health 2.0. Also, students will discuss guidelines related to social media use within the healthcare setting.

NUR519 Health Policy & Finance

Hours 3

The purpose of this required core MSN course is to introduce the student to relevant health care and governmental policies, regulatory standards, and financial management concepts to develop an understanding of how healthcare delivery systems are organized, financed, and most importantly, influence the delivery of patient care.

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.

Prerequisite(s): Admission to MSN Program

NUR528 Sleep: How Much is Enough

Hours 3

Sleep is a basic physiologic requirement of all beings. Therefore, we can all benefit from learning about what sleep is, why it is important in our lives, and how it can be influenced (positively and negatively). This elective course will challenge students to explore the impact sleep patterns have on human physical and emotional health, behaviors, and performance abilities.

NUR529 Advanced Pathophysiology

Hours 3

This course will explore the biologic basis of disease at the cellular, organ and system level with an emphasis on applications for health professionals. It is a required course in the MSN curriculum of the Capstone College of Nursing and may be taken as an elective by graduate biology majors with an interest in health professions based on space available.

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

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.

Prerequisite(s): Co-requisite: NUR 550

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.

Prerequisite(s): Co-requisite: NUR 549

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.

Prerequisite(s): Co-Requisites: NUR 552

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.

Prerequisite(s): Co-Requisites: NUR 551

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.

Prerequisite(s): Co-Requisites: NUR 554

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.

Prerequisite(s): Co-Requisites: NUR 553

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 529 - with a grade of B or better

NUR569 Family Nurse Practitioner I

Hours 3

This course provides a theoretical and evidenced based foundation for advanced practice as a Family Nurse Practitioner (FNP). The focus is on identifying and managing common acute, episodic and multiple chronic conditions in the adult client. Health promotion and disease prevention strategies for the adult population are emphasized.

Prerequisite(s): NUR 505, NUR 529, NUR 521, NUR 567; Corequisite: NUR 570 With grade of B or better

NUR570 Family Nurse Practitioner Clinical I

Hours 3

This course provides an initial clinical experience for advanced practice as a Family Nurse Practitioner (FNP). The focus is on identifying and managing common acute, episodic and multiple chronic conditions based on current evidence. Health promotion and disease prevention strategies for the adult population are emphasized. FNP role responsibilities are demonstrated, within primary care settings, in order to meet the health care needs for diverse adult populations. Students must complete 180 clinical hours working with adults.

Prerequisite(s): NUR 567 Corequisite: NUR 569 with a grade of B or better

NUR571 Family Nurse Practitioner II

Hours 3

This course provides a theoretical and evidence-based foundation for advanced practice as a Family Nurse Practitioner (FNP). The focus is on identifying and managing common acute, episodic and multiple chronic conditions in both the Pediatric and Women's Health populations. Health promotion and disease prevention strategies for the Pediatric and Women's Health populations are emphasized.

Prerequisite(s): NUR 569, NUR 570; Corequisite: NUR 572

NUR572 Family Nurse Practitioner Clinical II

Hours 3

This course provides evidence-based clinical experiences for advanced practice as a Family Nurse Practitioner (FNP). The course focuses on identifying and managing common acute, episodic and multiple chronic conditions in both the Pediatric and Women's Health populations. Health promotion and disease prevention strategies for the specific populations are emphasized. FNP role responsibilities are demonstrated, within primary care settings, in order to meet the health care needs for diverse patient populations. Students must complete 180 clinical hours working with Pediatrics and Women's Health clients.

Prerequisite(s): NUR 569, NUR 570; Corequisite: NUR 571

NUR573 Family Nurse Practitioner III

Hours 3

This course provides a culmination of common health conditions and strategies for incorporating evidence-based practice for advanced practice as a Family Nurse Practitioner (FNP). The course focus is on identifying and managing common acute, episodic and chronic conditions across the lifespan and within a variety of vulnerable populations. As with the prior FNP courses, there will be a continued emphasis on health promotion and disease prevention in primary care populations. Strategies for FNP certification preparedness and extended role responsibilities will be explored.

Prerequisite(s): NUR 571, NUR 572; Corequisite: NUR 574

NUR574 Family Nurse Practitioner Clinical III

Hours 3

This course will provide the Family Nurse Practitioner (FNP) student with the opportunity to completely immerse in an autonomous advanced practice nursing role. Students will diagnose, manage, and treat common acute, episodic and chronic conditions across the lifespan, while maintaining an emphasis on health promotion and disease prevention. FNP students will engage in interdisciplinary collaboration for providing competent and evidence-based for all patients, including vulnerable populations, seeking care in primary care settings. There are 180 clinical hours needed for course completion.

Prerequisite(s): NUR 571, NUR 572 Corequisite: NUR 573

NUR591 Psychiatric Mental Health Nurse Practitioner Roles and Issues

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 with a grade of B or better

NUR593 Psychiatric Mental Health Nurse Practitioner I

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 591; Corequisite: NUR 594

NUR594 Psychiatric Mental Health Nurse Practitioner Clinical I

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 591 Corequisite: NUR 593

NUR595 Psychiatric Mental Health Nurse Practitioner II

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 593, NUR 594; Corequisite: NUR 596

NUR596 Psychiatric Mental Health Nurse Practitioner Clinical II

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; Corequisite: NUR 595

NUR597 Psychiatric Mental Health Nurse Practitioner III

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 595, NUR 596; Corequisite: NUR 598

NUR598 Psychiatric Mental Health Nurse Practitioner Clinical III

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 595, NUR 596 Corequisite: NUR 597

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.

NUR620 Curriculum Theory & Practice

Hours 3

This is primarily an online, web-based course. It 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

NUR621 Nurse Educator Practicum

Hours 4

This is an elective course for nurse educator students who have limited teaching experience or graduate nursing students who desire additional direct experience. The two didactic credits and two clinical credits (120 contact/clock hours) in this practicum provide opportunities to become embedded as a faculty member for one semester. Students implement classroom and clinical teaching and evaluation strategies grounded in education theory and evidence-based practice, and are devised for differing learner needs to produce desired learning outcomes. Students explore the scholarship of education and develop or refine a research trajectory. Then relate that trajectory to life-long professional development and targeted faculty, community, and professional service.

Prerequisite(s): NUR 531, NUR 532

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 Management and 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.

Prerequisite(s): Admission to DNP Program

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): Admission to DNP Program

NUR713 Special Topics

Hours 1-4

This course focuses on selected DNP topics under the sponsorship of a graduate nursing faculty member with relevant expertise.

NUR717 DNP Independent Study - Special Topics

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.

NUR729 Evidence-Based Practice 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.

Prerequisite(s) with concurrency: NUR 701

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.

Prerequisite(s): NUR 700

Prerequisite(s) with concurrency: NUR 700

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 for the Doctor of Nursing Practice program prepares the student to implement specialty population-based disease prevention and health promotion activities to achieve national and international goals of improving worldwide health status. The course focuses on a spectrum of issues affecting health, which include emerging infectious diseases, emergency preparedness, disparities in health and healthcare services, and the impact of behavior and lifestyle choices on health.

NUR737 Interdisciplinary Leadership and Role Development for Practice Excellence

Hours 3

This required course in the Doctor of Nursing Practice program 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.

NUR739 Scholarly Practice Project

Hours 1-7

This required course is the capstone clinical course in all advanced practice tracks. The student presents evidence of achievements and competencies in a professional portfolio. The practice residency is completed in a specialty area of the student's choice. One credit hour of each semester of the residency is devoted to classroom seminar. The seminar focuses on the aspects of the final practice project and interventions that promote health, prevent illness and disability, and alleviate health disparities. Small group sessions are formed for students who are at similar stages of completion of the course requirements. The final project is selected and planned by the student and the advisor and is implemented during this course. The student completes the project, evaluates the outcomes, disseminates the findings, and makes a formal scholarly presentation to faculty and peers.

NUR740 Health Policy & Politics: Implications in Health Care

Hours 3

This required course in the Doctor of Nursing Practice program 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 health care 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.

Prerequisite(s): NUR 729

NUR743 Evidence Based Practice 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.

Prerequisite(s): NUR 701 NUR 729

Prerequisite(s) with concurrency: NUR 742

NUR744 Curriculum and Evaluation Concepts

Hours 3

This course focuses on concepts important to nursing program curriculum development and evaluation. The course will introduce the learner to various curriculum-related concepts including higher education organizational structure, published curriculum guidelines, policy development and adoption, and accreditation. This course will also focus on evidence-based methods for program, course, and student evaluation.

Prerequisite(s): Students must be participants in the Nurse Faculty Loan Program

NUR745 Teaching Strategies for Clinical Learning

Hours 3

This course will assist the graduate nursing student to examine teaching theory and strategies which may be applied to clinical instruction and problem solving. Course content will include basic principles of adult learning, and learning preferences as applied to teaching multigenerational learners. Strategies useful for clinical supervision and the importance of development of clinical learning sites are identified. The necessity of crafting clinical assignments in order to promote optimal learner outcomes is presented. Illustration of multiple uses of clinical simulation in order to improve team building, interdisciplinary collaboration, and clinical reasoning are depicted. The use of debriefing models to enhance clinical judgement in both simulation and clinical practice will be examined. Resources and technology for clinical teaching will be evaluated.

Prerequisite(s): Students must be participants in the Nurse Faculty Loan Program

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 701, NUR 729, NUR 742, NUR 743

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): NUR 701, NUR 729, NUR 742, NUR 743 A clinical facility contract and clinical advisor must be approved and in place prior to enrollment in this course.

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 700, NUR 701, NUR 729, NUR 731, NUR 742, NUR 743, NUR 795, NUR 796 A clinical facility contract and clinical advisor must be approved and in place prior to 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 701, NUR 729, NUR 742, NUR 743, NUR 795, NUR 796, NUR 797

NUS713 Special Topics

Hours 3

This course is designed to offer Joint PhD program students a range of nursing-science focused special topic 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

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

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

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): Admission in the Joint Nursing Science PhD Program

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

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

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

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 Data Science and Emerging Technologies in Healthcare

Hours 3

The purpose of this course is to apply concepts associated with data analytic methods and the use of burgeoning technologies in healthcare. The course prepares the nurse scientist to engage with other researchers in the areas of data analytics, simulation, telehealth, and robotics. The appropriate integration of health care technologies to support nursing research will be emphasized.

Prerequisite(s): Admission to Joint Nursing Science PhD Program

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 idea from concept to product following a research and development (R&D) process. The course prepares the nurse 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

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

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

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

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

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

SW526 "Isms" & Advocacy In Social Work

Hours 3

Introduction to various forms of oppression, social injustice, and advocacy to prevent and intervene.

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

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

SW532 Social Work Practice with Adults in Mental Health

Hours 1-3

This course emphasizes evidence-based practice models and methods of intervention for effective social work practice with adults experiencing mental health problems.

Prerequisite(s): SW590 or (SW570 and SW577 and SW578 and SW579)

SW533 Models and Methods of Gerontological Social Work Practice

Hours 1-3

Focuses on evidence-based practice models and methods of social work intervention with older persons and their families.

Prerequisite(s): SW590 or (SW570 and SW577 and SW578 and SW579)

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

SW540 SW Practice with Individuals and Families

Hours 1-3

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 1-3

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, SW 570, SW 591, SW 535

SW542 Social Work Practice with Communities and Organizations

Hours 1-3

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

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

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

SW557 Selected Topics in Social Work Practice

Hours 1-3

Intensive study of an area of or specific approach to social work practice. Topics vary from semester to semester. May be repeated.

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 Practice in Child and Adolescent Mental Health

Hours 1-3

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): SW590 or (SW570 and SW577 and SW578 and SW579)

SW565 Social Work Practice in Child Welfare and Family Services

Hours 1-3

This course emphasizes evidence-based practice models of intervention for effective social work practice in child welfare and family services settings.

Prerequisite(s): SW590 or (SW570 and SW577 and SW578 and SW579)

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

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 1-3

Designed to provide a foundation for social work practice with individuals, families, groups, and communities, in preparation for second-year practice courses.

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

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)

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, SW 525

SW600 Soc Work & Welfare State

Hours 3

Introduction to needs and opportunities for research in social welfare policy and its implementation, past and present. Examination of the development of the welfare state and current research on social welfare policy and its implementation.

SW601 Seminar in Doctoral Education

Hours 1

Provides students with an introduction to the PhD program, expectations for doctoral-level study, and familiarity with faculty and their research interests.

SW605 Social Work Education

Hours 3

Focuses on the history, current structure, pedagogical theories, and contemporary issues important to social work educators.

Prerequisite(s): SW 601

SW620 Social Work Research I

Hours 3

Examination of some of the key theoretical issues of qualitative and quantitative social science research and the basic processes of theory formulation and knowledge building.

SW621 Social Work Research II

Hours 3

Continuation of SW 620. Prepares students to design and carry out quantitative, qualitative, and multi-method research appropriate and adequate for answering social work research questions. Focuses on research design, sampling, data collection and analysis, and dissemination of results and conclusions.

Prerequisite(s): SW 620

SW622 Observation & Measurement

Hours 3

Focuses on the theoretical foundations of observation and measurement in social research and on the practical skills for measuring social phenomena, including assessment of the psychometric properties of research instruments and the design of reliable and valid instruments.

SW623 Sem Qualitative Research

Hours 3

Advanced study of key concepts in qualitative research, with applications for social work practice research and evaluation.

SW624 Qualitative Data Analysis

Hours 3

This course provides an opportunity for students to focus on developing skills and techniques related to qualitative data analysis. Methods of coding, processes of data analysis, including description, but very much going beyond simple description, will be covered. The course will emphasize analytic strategies useful across research approaches, focusing on the fundamentals of qualitative analysis across the various types of data collected using various qualitative approaches. Data management, data display, and writing up qualitative data analysis results along with dissemination strategies will be included. The course will demonstrate at least one computer assisted data analysis program.

Prerequisite(s): SW 620 and SW 621 and SW 640 or permission of instructor

Prerequisite(s) with concurrency: SW 623

SW626 Seminar in 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. We will then examine the types of mixed methods designs available and discuss the process of research as it relates to each of these designs.

Prerequisite(s): Completion of SW621 and SW623, or permission of the instructor.

SW627 Systematic Review

Hours 3

This doctoral seminar introduces students to the purpose and process of systematic review of research. Students will develop advanced skills for the analysis and synthesis of published research. Skills 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. Such skills are essential for summarizing the state of research on specific topics of concern for social work practitioners, researchers and policy-makers, including descriptions of populations and the effectiveness of social work interventions.

Prerequisite(s): Admission to Social Work Ph.D. program or permission of the instructor

SW628 Research Practicum

Hours 3

Development of a social work research proposal, including the conceptualization of the research question, review of pertinent literature, project administration, arrangements for community collaboration, and IRB approval. Participation in ongoing research under faculty supervision.

SW629 Sp Top SW Research

Hours 3

Study of an advanced quantitative or qualitative method, approach, or technique with emphasis on knowledge-building applications of the method, approach, or technique.

SW631 Community-Engaged Research

Hours 3

This course will involve an overview of community-engaged research methodologies. The course will familiarize participants with key historical underpinnings, principles, and methodological considerations in building community partnerships; community assessment; issue analysis; research planning; data gathering; and data sharing. The course will also address cultural competence and humility, working with diverse populations, ethical considerations in community-engaged research, and issues salient to finding and Institutional Review Board review.

Prerequisite(s): Completion of SW 621 or consent of the instructor.

SW640 Concepts Of Practice

Hours 3

Components of social work practice theory, including historical forces shaping conceptualizations of practice, the ideological and epistemological assumptions of both normative and empirical conceptualizations of practice, and the contributions of science and other approaches to knowledge and skill building.

SW641 Applying 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 theoretical conceptualization to the development of knowledge for social work practice. This course builds on knowledge gained in SW 640: Conceptual Foundations of Social Work Practice and Research, and SW 620: Social Work Research Methods I.

Prerequisite(s): SW 620 and SW 640 or instructor permission

SW648 Sp Top Sel Prof Issues

Hours 3

Integrative seminar on special topics.

SW660 Independent Study

Hours 3

Prerequisite: Completion of the doctoral core courses or permission of the instructor.

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 doctoral program credits).

SW698 Non-Dissertn Research

Hours 1-9

No description available

SW699 Dissertation Research

Hours 1-15

No description available

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 provided 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

Prerequisite(s) with concurrency: SW 701

SW751 Capstone Preparation Independent Study Proposal

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

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 facility 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. Registration in courses numbered 599 (Thesis Research), 699 (Dissertation Research), 598 (Non-Thesis Research), and 698 (Non-Dissertation Research) may be repeated.

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 and do not carry graduate credit. The required prerequisites must be taken, if possible, during the first semester of enrollment.

Plan of Study

The student's plan of study is determined in consultation with the chair of the major department, the graduate director, or the chairperson of the graduate committee and is approved by that person and the dean of the Graduate School.

Course Loads

The normal course load for a fall or spring semester is 12 credit hours; the maximum course load for a semester is 15 credit hours. Full-time enrollment for graduate students is 9–15 hours per regular semester.

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 is expected to take a reduced load. The course load of a fully employed student will be evaluated according to the individual graduate program. It is

recommended that fully employed students should register in no more than one course plus thesis or dissertation research.

Failure to Register for Three Years

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. See sections titled "Time Limits" for each degree in this catalog.

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.

A student admitted with permission to continue whose graduate GPA falls below 3.0 at any time during their probationary period will not be allowed to hold a graduate teaching assistantship until such time as the graduate GPA has increased to 3.0 or better. A student with provisional language admission status may hold only an assistantship that is externally funded through a contract or grant; he or she may not hold a permanently budgeted UA assistantship.

The FTE from **all** assistantships, plus any other on-campus employment, must be combined when determining FTE (Full-Time Equivalent) status.

Each graduate assistant must be a full-time graduate student. Full-time status for assistantships means 12 or more graduate semester hours of classes. However, the FTE level of the assistantship assignment is converted to equivalent credit hours and combined with actual class hours in order to meet the full-time requirement. A quarter-time assistantship (0.25 FTE) equates to 3 class hours and a half-time assistantship (0.50 FTE) equates to 6 class hours. This means that a student who has, for example, the typical 0.50 FTE assistantship needs to register for only 6 class hours in order to meet the full-time requirement (6 assistantship equivalent hours plus 6 actual class hours).

Student admitted with Conditional Language Admission are required to take classes in the English Language Institute prior to moving to their program full time. Conditional Language Admission students cannot hold an assistantship without prior authorization from the Graduate School.

Overloads Involving Coursework Hours

The Graduate School must approve all overloads involving just courses when the number of course hours exceeds 15. Taking more than 15 semester hours in fall or spring semester requires a petition from the department regarding the extraordinary circumstances for approval by the Graduate School.

Overloads Involving Assistantship FTE Plus Coursework Hours

The Graduate School does not need to approve combined FTE + course hour loads that are within the table guidelines below.

The table below includes the Graduate Council's maximum recommended combinations of FTE plus course hours, as modified by the University in 2013 in accordance with Health Care Reform Act requirements. Combinations of assistantship FTE in excess of 0.50 are prohibited.

Combined FTE of All Assistantships	Recommended Range of Graduate Course Hours the Student is Taking;
.25	9-15
.50	6-12

The Graduate School continues to urge caution when considering large course loads and will continue to monitor overloads even though prior approval is not needed. We especially monitor whether academic warnings and suspensions increase and, if they do, we track the student's and department's overload history for signs of a correlation. We hope and expect that student loads will be designed intelligently to provide meaningful yet not burdensome GTA and GRA experiences, while allowing students to move efficiently through their degree programs.

Caution also is urged when considering an underload, i.e., course hours below the recommended minimum for a particular FTE level in the previous table. Under-loads risk the student's not making adequate progress toward degree completion. Under-loads typically occur only in the final semester and only to avoid taking needless extra course hours to meet the minimum number of hours normally expected for a particular FTE level.

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.

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.

Part-Time Temporary Instructors

A graduate student employed as a part-time temporary instructor (PTTI) to teach a credit-bearing course must meet the SACS 18-hour requirement. Such PTTIs do not receive tuition waivers, must pay taxes on the income they earn as PTTIs, 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 or calling 205-348-7732.

Class Attendance

Graduate students are subject to the same rules regarding class attendance, the performance of assigned tasks, and course examinations as undergraduate students. Since graduate work presupposes specialization and thorough investigation, students will not be permitted to overload themselves with courses.

Continuous Registration for Doctoral Students

Once a student has met the requirements for admission to candidacy, received approval for the dissertation research proposal, or initiated enrollment in 699 (dissertation research for a doctoral degree), the student must pursue completion of the dissertation without interruption by enrolling each fall and spring semester of the academic year for at least 3 hours of dissertation research.

Summer enrollment for 699 Dissertation Research is **expected** if the student is working on the dissertation and using any University facilities or resources, including faculty time, but the only time summer registration is **required** for dissertation research (3 hours minimum) is when a doctoral student is graduating in August or defending the

dissertation during the summer semester. This is true whether or not the student has formally submitted an **Application for Admission to Candidacy and Plan of Study**.

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.

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 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.

Satisfactory Academic Progress Requirements for 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 at 106 Student Services Center or calling 205-348-6756.

Scholastic Requirements

Many departments and programs produce manuals, procedures and policy guides, graduate student handbooks, and other publications for their students and faculty in graduate programs. These statements 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 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 program descriptions in this catalog and/or in departmental and program manuals or policy statements. These special requirements shall not be considered in conflict with this catalog and shall have the same force as 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 the section on Academic Misconduct (p. 7) on the Office of Academic Affairs website.

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.

"I" and "N" grades

All "I" and "N" grades must be removed within the first four weeks of the next term of enrollment if the overall GPA drops below a 3.0 as a result of the "I" or "N" grade(s).

Students admitted with Permission to Continue who fail to bring their overall GPA up to a 3.0 or better by removing the "I" or "N" within the four weeks into the next term of enrollment will earn Academic Suspension (dismissal) from the Graduate School.

Regularly admitted students who are in good academic standing who fail to bring their overall GPA back up to 3.0 or better by removing the "I" and "N" grade(s) within four weeks into the next term of enrollment will earn an Academic Warning.

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. 18) 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.

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 suspension, may **not** hold a graduate assistantship until **all** conditions have been met for the reinstatement.

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.

Withdrawals and Leave 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 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.

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 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. 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.

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 found in myBama 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 four separate parts (Interim Term, Summer I, Summer II, and full Summer Term). 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 and Faculty

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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)

- Mark D. Nelson, Dean

College of Community Health Sciences (1971)

- Richard Friend, Dean

College of Continuing Studies (1919)

- Robert Hayes, Interim Dean

College of Education (1909)

- Peter S. Hlebowitsh, Dean

College of Engineering (1909)

- W. Edward Back, Interim Dean

Graduate School (1924)

- Susan Carvalho, Dean

Honors College (2003)

- Tara Williams, Dean

College of Human Environmental Sciences (1931)

- Stuart Usdan, Dean

School of Law (1872)

- Mark E. Brandon, Dean

Capstone College of Nursing (1976)

- Suzanne Prevost, Dean

School of Social Work (1965)

- Schnavia Smith Hatcher, Dean

Graduate School Staff

Qualifications of the 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. 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. There are three categories of members: full, associate, and affiliate. Only members of the graduate faculty may teach courses numbered 500 or above, and only members of the graduate faculty may serve on thesis, dissertation, and examining committees. For membership criteria and roles, see the UA Faculty Handbook, Appendix J.

Terms of appointment

Full and associate members are appointed for six-year, renewable terms.

Affiliate membership

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. They should be recommended by the departmental graduate faculty, department chairperson, and dean of the academic division. These nominations then will be acted on by the chairperson of the Graduate Council, the dean of the Graduate School. While affiliate faculty members may serve as co-chair to a committee, they may NOT serve as the sole chair.

Administrative appointments

Faculty 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 and research before becoming an administrator should be considered.

Retirement

After a graduate faculty member retires, the 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

A current list of full, associate and joint members of the Graduate Faculty is available online. It includes each faculty member's name, department, status (associate or full member), appointment date, and end-of-appointment date. Faculty members need to apply through their department and the dean's office of their college/school for reappointment to the graduate faculty during the fifth year of their six-year appointment, in order to continue to teach graduate courses, serve on thesis and dissertation committees, and chair dissertation committees (full members only).

A list of affiliate graduate faculty is also available online. The graduate dean appoints such faculty to perform specific functions (e.g., serving on a thesis or dissertation committee) for a finite period of time, and the appointment ends when the function is completed.

Graduate Faculty Appointment Procedure

The procedure is the same for initial appointments and renewal appointments. The department chair sends the dean of the college an appointment request either for full, associate, or affiliate graduate faculty status.

The department chair attaches the faculty member's current curriculum vitae to the request. The dean of the college reviews the request and, if the dean approves, forwards the request to the dean of the graduate school. The dean of the graduate school reviews the request and responds to the dean of the college, the department chair, and the graduate faculty candidate. The qualification for graduate faculty at the University of Alabama can be found in the Faculty Handbook - Appendix J.

Graduate Faculty in Multiple Departments

To accommodate the full breadth of faculty members' expertise as well as to facilitate the establishment of interdepartmental and/or interdisciplinary student committees, it is permissible that faculty 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 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. Secondary graduate faculty appointments expire at the same time as the graduate faculty appointment of the home department and can be renewed concurrently with the home department renewal, if initiated by the secondary department and with the approval of the home department.

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 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. From the outset, the University offered 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 in 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, education 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 <https://graduate.ua.edu/acm/>.

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: NAFSA: 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
- Politencico 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,
- Access test preparation resources for professional and graduate school entrance examinations, 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 205-348-5175.

Academic Support Services

- Academic Coaching
- Computer Lab
- Skill Sessions & Workshops
- Study Spaces
- Tutorial Services (Individual and Small Group)

Specialized Support Programs

- Alabama REACH
- Crimson Edge
- Exploring 4 Success (for undeclared students)
- First-Generation Student Scholarships
- First Year Experience & Retention Initiatives
- Student Support Services TRIO

Division of Academic Outreach

More than ever before, students are choosing distance education to pursue their college degrees. The Division of Academic Outreach strives to facilitate University degree programs to adult learners who are limited by time, geography, work schedules, or personal obligations. Students may choose from formats that will fit their schedules and learning styles such as online, interactive video conferencing, evening and weekend classes, or online video-streamed classes. All degrees are conferred by the appropriate academic college.

For more information on these programs, write to The University of Alabama, College of Continuing Studies, Division of Academic Outreach, Box 870388, Tuscaloosa, AL 35487-0388. You may also call 205-348-0089 or toll free 800-467-0227, or email aoinfo@ccs.ua.edu. Visit the Bama by Distance website.

Online Courses

Academic Outreach delivers courses over the internet directly to the student's computer online. Students are instructed through a secured internet site, and where they interact with their professors and other students online. Online courses accommodate the educational needs of individuals who have access to and experience with a computer and the internet.

Video Courses

Academic Outreach delivers undergraduate and graduate courses via online video streaming to students who cannot attend classes on campus. Lectures are recorded as they occur and streamed via the internet the same day. Students who do not have high-speed internet access are given the option to receive DVD recordings of the lectures.

Students complete the same course requirements as on-campus students and take proctored exams at convenient sites.

IITS (Videoconferencing)

The Intercampus Interactive Telecommunication System (IITS) is a network of conference rooms connected to a statewide videoconferencing network. Approximately 30 sites throughout Alabama are equipped with cameras, monitors, and other devices that allow teachers and students to interact as if they were in the same room. Presenters use traditional visuals, such as PowerPoint presentations, overheads, and videotape/DVD as well as digital options unique to IITS.

Weekend College

Designed to meet the needs of both part-time and full-time students, Weekend College offers a number of courses in the fall, spring, and summer on Friday evenings and Saturday mornings and afternoons. Scheduling weekend classes is especially convenient for part-time students who would like to pursue academic studies while working.

Gadsden Education and Research Center

Established in 1946, The University of Alabama's Gadsden Education and Research Center is an off-campus program serving residents of northeast Alabama. The center offers graduate coursework for credit, noncredit programs for professional development, and test services as well as serves as a liaison to the University's main campus. Currently, the center offers more than 25 complete graduate degree or certification programs in education, including master's degrees, Educational Specialist degrees, and class A and class AA certification programs. Graduate-level courses in library studies are also available in Gadsden. For more information please call 256-546-2886 or toll free 888-223-4131, or visit our Gadsden Center web site.

Evening Program

The Evening Program offers classes at times convenient for working adults. Students unable to continue their education in the traditional format (day classes) may take courses offered after 5 p.m. Monday through Friday. Courses are offered at both the undergraduate and graduate level in various subject areas.

Adult Student Services

The Division of Academic Outreach provides a universitywide point of entry for adult students returning to campus or entering the University for the first time. The division provides the services listed below to meet the particular needs of adult students. Through Academic Outreach students can:

- initiate the admission process
- receive assistance with applying for financial aid and adult student scholarships
- be referred to appropriate offices at the University for additional assistance with individual needs
- receive assistance with academic advising and schedule building

For more information call Academic Outreach Student Services toll free at 800-467-0227 or 205-348-0089, or visit the Bama by Distance website.

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.

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 enrollment.

Departmental Assistantships

Most academic departments offer teaching or research assistantships, which pay the graduate student a stipend to help teach or conduct

research. The majority of these assistantships also include full or partial tuition scholarships which will cover graduate classes. Prospective graduate students should contact their proposed departments and request information and application forms for assistantships, scholarships, and other awards.

The semester tuition scholarship for any eligible graduate assistant is limited to the full University charges for 15 graduate hours* or to the student's actual tuition costs, whichever is less.

Recipients of assistantships may also be entitled to relief from paying full nonresident tuition during the Interim and/or summer sessions, again dependent upon the FTE of their appointments.

Students whose graduate GPA falls below 3.0 after their first semester will not be allowed to hold a graduate assistantship until such time as the GPA has increased to 3.0 or better. Non-degree students or students on academic warning may not hold assistantships.

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.

Any international student who is offered a graduate assistantship is limited to a maximum workload of 20 hours per week (0.5 FTE) for all combined appointments. All non-native speakers of English who accept classroom teaching or other instructional duties must successfully complete the International Teaching Assistant Program (ITAP). Students are enrolled in the ITAP by their departments.

Graduate assistants whose appointments are terminated before the end of the academic semester are eligible only for reduced tuition grants. Those assistants who resign or are dismissed from their duties before the end of the academic semester are personally responsible for the payment of any tuition and fees not covered by the reduced tuition grant. Withdrawal from classes for medical or any other reason may disqualify your assistantship for the whole semester, so please check with the Graduate School before making any withdrawal. Check The Department's Guide to the Administration of Graduate Assistantships for detailed information concerning departmental graduate assistantships.

Fellowships and Assistantships

Graduate School fellowships are designed for exceptional applicants. Unless otherwise noted, fellowships carry a service-free \$20,000 stipend for the academic year (fall and spring) plus a full out-of-state tuition scholarship for up to 15 graduate hours* for the academic year (fall and spring). The Graduate School will provide single-coverage health insurance coverage for each recipient. Nominations must be made by the student's department.

Students whose graduate GPA falls below 3.0 after their first semester will not be allowed to hold a fellowship until such time as the GPA has increased to 3.0 or better.

Fellowships and scholarships may affect a student's allowable federal financial aid. Students who receive federal financial aid should consult with the UA Office of Student Financial Aid before accepting any of the fellowships listed below.

Graduate Council Fellowships

Graduate Council Fellowships are designated for both new and current graduate students. Departments can nominate resident, non-resident, and international students in this category. Most Graduate Council Fellowships are for one year. Exceptional nominees may be considered for the following categories:

1. David A. Francko Fellowship. Up to five years of funding at \$25,000/year.
2. Capstone Graduate Council Fellowship: Fellowship funding in years one, three, and five and departmental assistantship funding in years two and four (doctoral nominees) or two years of fellowship support (master's nominees).

McNair Graduate Fellowships

McNair Graduate Fellowships are designated for both new and current graduate students. McNair Graduate Fellowships are for students who have either completed a McNair Scholars program as an undergraduate or who are McNair-eligible; i.e., a low income AND first-generation college student or a member of a group traditionally underrepresented in graduate education (Hispanic, African American, Native American, Native Hawaiian, Pacific Islander). Preference is given to doctoral students. Following two years of support from the Graduate School, a doctoral student's home department is required to continue to support the McNair Graduate Fellow for at least an additional two years through an assistantship or equivalent. For master's students, the Graduate School will provide one year of support followed by one year of support from the student's home department. Exceptional nominees may be considered for the following additional category:

1. Capstone McNair Graduate Fellowship: Fellowship funding in years one, three, and five and departmental assistantship funding in years two and four (doctoral nominees) or two years of fellowship support (master's nominees).

National Alumni Association Fellowships

National Alumni Associate Fellowships are designated for both new and current graduate students. Departments may nominate students for National Alumni Association Fellowships. The recipient must be an Alabama resident (for tuition purposes). National Alumni Association fellowships are for one year.

Joint Faculty Development Program Fellowships

The University of Alabama Graduate School has joint programs with Alabama A&M University, Alabama State University, Oakwood University, and Stillman College for practicing faculty members at these institutions who do not have terminal degrees in their fields of instruction. Faculty members must be nominated for the fellowship by their home institution. Faculty who participate in this program receive support from both their home institution (to be negotiated with each institution's vice president for academic affairs) and The University of Alabama Graduate School. The Joint Faculty Development Program provides support for up to two years of full-time graduate study to allow the faculty members participating in this program to complete the majority of their required coursework.

Southern Regional Education Board (SREB) Doctoral Scholars Program

The SREB Doctoral Scholars Program supports newly admitted graduate students who are seeking the PhD and planning a career in college teaching. Recipients must be a member of a group traditionally underrepresented in graduate education. SREB provides a \$20,000 annual stipend to awardees for up to three years. While the stipend is being paid, the Graduate School will provide a full out-of-state tuition scholarship for up to 15 graduate hours* for the academic year (fall and spring). The student's home department is required to continue to support the student for at least an additional two years through an assistantship or equivalent. Support is also available for students in the final year of their program.

Scholarships

McNair Tuition Scholarships

McNair tuition scholarships are for students who have completed a McNair Undergraduate Scholars program at a US university. Past McNair Undergraduate Scholars are eligible for a tuition scholarship (for up to 15 graduate hours each semester*) if they are unable to find other funding (e.g. assistantships or fellowships) at The University of Alabama.

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 scholarship for first-year graduate students who are Alabama residents and who are children or grandchildren of a University of Alabama graduate. Parents or grandparent must be a degree holder (undergraduate, graduate, or law degree) from The University of Alabama. The qualifying parent or grandparent must be an active member of the National Alumni Association for three of the past five years. The award will be equal to \$500 towards the cost of in-state tuition of graduate level course work (subject to a maximum of actual in-state tuition not covered by other awards, whichever is lower). The student must be admitted to a graduate degree program at UA and may be enrolled part-time or full-time.

Graduate Student Travel and Research Support Fund

These awards are available to all graduate students on a competitive basis, for presenting their research or for other research-related expenses, and are based on departmental nominations as well as department-based matching funds. For more information, students should contact their department offices, or go to the Graduate School website.

Departmental Scholarships and Grants

Many departments and divisions offer special scholarships for graduate students. Consult individual departments for a list of these scholarships and grants.

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. 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 does not cover any 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 4.1 million print and electronic resources, University Libraries, a system of five 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 199,515 full-text print and electronic journals. In addition, approximately 600 databases, including indexes, abstracts, and other reference resources, are linked from the Libraries website. 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 five state-of-the-art facilities that provide space for collaborative and independent study, with group study spaces and presentation practice rooms 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 humanities, social sciences, and government information, while the Angelo Bruno Business Library, the McLure Education 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 Communication and Information Sciences, the College of Human Environmental Sciences, the Honors College, the School of Social Work, and the College of Continuing Studies.

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**.

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.

McLure Education Library

McLure Education Library serves primarily the students, faculty, and staff of the College of Education and the Graduate School of Education.

McLure Library includes the **School Library and Curriculum Materials Center** on the lower floor; reference and periodical areas and public computer areas on the main floor; and study rooms, a presentation practice room, and a computer lab on the upper floor. Several Promethean Boards and SMART Boards are available throughout the facility for student use. Instruction sessions are offered at all levels, including training for pre-service teachers.

The main collection of the library comprises scholarly and professional books and journals related to education (including sports and physical education). The School Library collection contains over 25,000 trade books for preschool through young adult readers. The Curriculum Materials Center holds approximately 10,000 items, including K-12 textbooks, curriculum guides, supplemental classroom materials, and educational media including DVDs, kits, games, and other items.

McLure Library is located on University Boulevard near Bryant-Denny Stadium.

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**, 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 & AFS 301 Leadrsph & Communication and Leadership Laboratory	4
AFS 360 & AFS 302 Leadrsph & Communication and Leadership Laboratory	4
AFS 470 & AFS 401 Nat'l Security & Ldrship and Leadership Laboratory	4
AFS 480 & AFS 402 Nat'l Security & Ldrship 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>.

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 specialty services (psychiatry, dermatology and women's health) 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 www.shc.ua.edu/immunizations; these can also be obtained at the SHC. For more general information, visit www.shc.ua.edu or call 205-348-6262.

For students who need to purchase health insurance, information regarding this can be found at www.uhcsr.com/ua; or by calling 205-348-4086.

Tuition and Other Expenses

For a complete list of current tuition costs and an estimated student budget for the current year, visit studentaccounts.ua.edu/cost; contact The University of Alabama, Student Account Services, Box 870120, Tuscaloosa, AL 35487-0120; or call 205-348-5350. The main office is located in 105 Student Services Center.

College/course fees will vary depending on the student's actual course enrollment. College/course fees are listed online with applicable courses in the Web Schedule of Classes for the applicable term after logging into the MyBama account. To see the college fee rates per college, visit studentaccounts.ua.edu/college-fee-rates-by-college.

Application Fees

A nonrefundable application fee must accompany 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. Credit card payments may be made with online applications at the Graduate School's website. After admission, no fee will be assessed for subsequent applications requesting a change of program area, change of degree objective within the program of study, or change of status from non-degree to a degree program. If a student applies but does not enroll within 12 months of the requested entrance date, a new application and an accompanying appropriate fee must be submitted.

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, 206 Student Services Center, Box 870134, Tuscaloosa, AL 35487-0134 or 205-348-2020.

Alabama resident status should not be confused with "residency" requirements for completion of doctoral degrees. Please refer to those degrees' respective sections of the Catalog for information on residency requirements for degree purposes.

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.

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

Withdrawal From the University

It is the student's responsibility to officially withdraw from the University or from an individual course in accordance with University regulations. The Withdrawals and Leave of Absence (p. 206) section of the Undergraduate Catalog has the necessary instructions. Please visit <https://studentaccounts.ua.edu/withdrawal-from-the-university/> for more information about the financial impacts of withdrawing, including

information on how federal financial aid, loans, and scholarships may be affected.

A student may initiate the withdrawal process through myBama.

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.

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. 225)

Department of Anthropology (p. 226)

Department of Art and Art History (p. 237)

Department of Biological Sciences (p. 244)

Department of Chemistry and Biochemistry (p. 267)

Department of Communicative Disorders (p. 274)

Department of Criminology Criminal Justice (p. 283)

Department of English (p. 287)

Department of Gender and Race Studies (p. 303)

Department of Geography (p. 309)

Department of Geological Sciences (p. 317)

Department of History (p. 327)

Department of Mathematics (p. 332)

Department of Modern Languages and Classics (p. 340)

School of Music (p. 356)

Department of Physics and Astronomy (p. 364)

Department of Political Science (p. 372)

Department of Psychology (p. 388)

Department of Religious Studies (p. 396)

Department of Theatre and Dance (p. 402)

Department of American Studies

- Major
 - American Studies, MA (p. 225)

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](#)

Faculty

Chair

Edward Tang

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.

Admission Requirements

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 this catalog. Each applicant should submit an acceptable score on either the general test of the Graduate Record Examination or the Miller Analogies Test in support of his or her application.

The dean of the Graduate School will then forward the student's records and application to the Department of American Studies for evaluation. Although a basic undergraduate background in American culture (literature, history, and political thought) is preferable, it is not a prerequisite for admission to the program. Students given conditional admission to American Studies must earn a 3.0 in their first semester of coursework or they will be dropped from the MA program.

General Degree Requirements

Students should refer to the Graduate Handbook of the Department of American Studies for additional information.

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.

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 509 Memory, Identity and Politics	
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 570 Natives and Newcomers: Cross-Cultural Encounters in Early America	
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.

Comprehensive Examinations

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. See the American Studies Graduate Handbook for details on the comprehensive examinations.

Department of Anthropology

Anthropology, MA (p. 227)

Anthropology, PhD (p. 233)

Museum Studies Certificate (p. 236)

Chair

- Jason DeCaro

Graduate Program Director

- Elliot Blair

Professors

- Jason DeCaro
- Marysia Galbraith
- Christopher Lynn
- Lisa Pawloski

Associate professors

- Cameron Lacquement
- Sonya Pritzker
- Diane Tober

Assistant professors

- Elliot Blair
- Rachel Cajigas
- Katherine Chiou
- Courtney Helfrecht
- Holly Horan
- Stephanie McClure
- Alexandre Tokovinine

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

Prerequisites: Twelve hours in anthropology and graduate standing, or permission of the instructor.

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](#)

Faculty**Chair**

Jason DeCaro

Graduate Program Director

Elliot Blair

Professors

Jason DeCaro

Marysia Galbraith

Christopher Lynn

Lisa Pawloski

Associate professors

Cameron Lacquement

Sonya Pritzker

Diane Tober

Assistant professors

Elliot Blair

Rachel Cajigas

Katherine Chiou

Courtney Helfrecht

Holly Horan

Stephanie McClure

Alexandre Tokovinine

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

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.

With strong training in research methods, application, and theory, or 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.

Admissions

The department of Anthropology only accepts applicants for the fall semester. The deadline for applications to the Anthropology MA 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.

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: ANT 600 Research Design, ANT 641 Culture, ANT 670 Prin Biological Anthropology, ANT 501 Linguistic Anthropology, and ANT 625 Survey History Archaeology. ANT 600 Research Design, ANT 641 Culture, 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 ANT 599 Thesis Research. 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, ANT 598 Individ Investigations will not count toward the required hours.

Plan I: Thesis Track

Code and Title	Hours
Research Design	3
ANT 600 Research Design	3
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	
Thesis Hours	6
ANT 599 Thesis Research	6
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 509 Ancient Maya Civilizations	
ANT 510 Ethnography of Communication	
ANT 511 Culture Health & Healing	
ANT 512 Anthropology of Europe	
ANT 513 Peoples Of Latin Amer	
ANT 514 Anthropology of Africa	
ANT 521 Ethnography	
ANT 522 Archaeological Ethics	
ANT 523 Legal Anthropology	
ANT 525 GIS for Archaeologists	
ANT 526 Arch East North Amer	
ANT 527 Radiocarbon for Archaeologists	
ANT 528 Analytical Archaeology	
ANT 534 Archaeology of Food	
ANT 538 Anthropology of Art	
ANT 543 Adv Field Archaeology	
ANT 544 Anthropology And Cemeteries	
ANT 545 Historical Archaeology	
ANT 550 Probs In Anthropology	
ANT 562 Ancient Andean Civilizations	
ANT 564 Paleoethnobotany	
ANT 571 Fossil Humans and Evolution	
ANT 573 Human Osteology	
ANT 574 Neuroanthropology	
ANT 575 The Plastic Human	
ANT 576 Nutritional Anthropology	
ANT 578 Anthro of Human Development	
ANT 579 Human Paelopathology	
ANT 581 Anthropology is Elemental	

Total Hours **36**

Plan II: Non-Thesis Track

Code and Title	Hours
Research Design	3
ANT 600 Research Design	3
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 509 Ancient Maya Civilizations	

ANT 510	Ethnography of Communication
ANT 511	Culture Health & Healing
ANT 512	Anthropology of Europe
ANT 513	Peoples Of Latin Amer
ANT 514	Anthropology of Africa
ANT 521	Ethnography
ANT 522	Archaeological Ethics
ANT 523	Legal Anthropology
ANT 525	GIS for Archaeologists
ANT 526	Arch East North Amer
ANT 527	Radiocarbon for Archaeologists
ANT 528	Analytical Archaeology
ANT 534	Archaeology of Food
ANT 538	Anthropology of Art
ANT 543	Adv Field Archaeology
ANT 544	Anthropology And Cemeteries
ANT 545	Historical Archaeology
ANT 550	Probs In Anthropology
ANT 562	Ancient Andean Civilizations
ANT 564	Paleoethnobotany
ANT 571	Fossil Humans and Evolution
ANT 573	Human Osteology
ANT 574	Neuroanthropology
ANT 575	The Plastic Human
ANT 576	Nutritional Anthropology
ANT 578	Anthro of Human Development
ANT 579	Human Paelopathology
ANT 581	Anthropology is Elemental

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 Biocultural Health 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. 685).

Transfer Credit

Graduate School information on Transfer Credit (p. 18).

Accelerated Master's Program

Graduate School information on the Accelerated Master's Program (p. 13).

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 - Non-thesis Capstone Requirement

Students completing their MA requirements under Plan II must submit a portfolio and capstone essay by April 1 of their second year. The portfolio will include assignments from each of the four required core classes and the required research design course (ANT 600). The capstone essay should address the value of four-field anthropology in relation to the student's future vocational goals and as learned in their core courses, drawing on (and citing) readings assigned in those courses. Essays will be read by the entire faculty and must be deemed satisfactory by a majority in order to pass. If a capstone essay is not deemed satisfactory by the faculty, the student will have until August 15 to rewrite. If the student cannot produce a satisfactory essay 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 - Non-thesis Process Requirements

Students completing their degree under Plan II are required to complete the curricular requirements, including language / research skill competency, and capstone requirement as outlined above. 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.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 18).

Student Progress Requirement

All MA students will complete and submit online an annual Graduate Student Activity Report (SAR). The form is a checklist of the scheduled requirements for completion of the MA 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 MA students must submit the form to the Director of Graduate Studies annually by March 15.

The form will allow the Graduate Director to compile and update a database to track student progress, identify students in trouble, and provide faculty with information for the annual review of student funding.

Graduate School information on Student Progress (p. 18).

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 Elementary French I/FR 102 Elementary French II, GN 101 Elementary

German I/GN 102 Elementary German II, or SP 101 Introductory Spanish I/SP 102 Introductory Spanish II; or,

- successful completion of a language course designed to demonstrate reading proficiency such as SP 503 Read Proficiency Spanish; 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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

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 adaptation. 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, 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 adaptation, 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 MA 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 already holding 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 direct-to-doctorate (DTD) pathway. Typically, DTD students already have substantial research experience. More than half of our PhD students will still come to us after completing an MA program at The University of Alabama or elsewhere. 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 ANT 601 Advanced Research Methods. Additional requirements include two core courses, specific to the doctoral track. Doctoral students are required to take 6 hours of ANT 698 Individual Investigations, 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 ANT 699 Dissertation Research, earned in accordance with the guidelines of the Graduate School.

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	1-9
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 526 Arch East North Amer	3
ANT 527 Radiocarbon for Archaeologists	3
ANT 528 Analytical Archaeology	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

Dissertation Research	18
ANT 699 Dissertation Research	1-15
Total Hours	66

Biocultural Medical Anthropology Focused Area of Study

Code and Title	Hours
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Required Courses	9
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ANT 601 Advanced Research Methods	3
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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
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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 502 Health Inequities	3
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ANT 505 Culture, Mind, and Behavior	3
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ANT 506 Biocultural Bodies	3
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ANT 510 Ethnography of Communication	3
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ANT 511 Culture Health & Healing	3
----------------------------------	---

ANT 512 Anthropology of Europe	3
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ANT 521 Ethnography	3
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ANT 538 Anthropology of Art	3
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ANT 550 Probs In Anthropology	3
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ANT 571 Fossil Humans and Evolution	3
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ANT 574 Neuroanthropology	3
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ANT 575 The Plastic Human	3
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ANT 576 Nutritional Anthropology	3
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ANT 578 Anthro of Human Development	3
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ANT 581 Anthropology is Elemental	3
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Dissertation Research	18
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ANT 699 Dissertation Research	1-15
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Total Hours	66
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Dual Degree in Biocultural Health Promotion (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. 685).

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. 23)

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study. (p. 23)

Comprehensive Exams

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.

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 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 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. 23).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 23).

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 semester. It will consist of no fewer than five faculty members (four members of the Anthropology Department and one member from outside the Anthropology Department), all of whom must be members of the Graduate Faculty. The outside member of the committee typically will be from a discipline other than anthropology. Under some circumstances, it may be appropriate to invite an anthropologist 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.

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. 23).

Student Progress Requirement

All PhD students will complete and submit online an annual Graduate Student Activity Report (SAR). The form is a checklist of the scheduled requirements for completion of the MA and PhD 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 MA and PhD students must submit the form to the Director of Graduate Studies annually by March 15.

The form will allow the Grad Director to compile and update a database to track student progress, identify students in trouble, and provide faculty with information for the annual review of student funding.

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastics Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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.

Admission Criteria

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.
- Admission test scores: The applicant must meet the minimum requirements of the Graduate School.

A student may be admitted conditionally if he/she falls below the expected criteria.

Application

Consistent with the Graduate School's requirements, an applicant to the museum studies certificate program must have completed a bachelor's degree and must 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 required materials, including a

statement of purpose and two letters of recommendation, to the Museum Studies Internship Coordinator.

Curriculum

The certificate program requires the completion of 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 585	American Experience to 1865	
ANT 509	Ancient Maya Civilizations	
ANT 513	Peoples Of Latin Amer	
ANT 544	Anthropology And Cemeteries	
ANT 550	Probs In Anthropology	
ARH 550	Literature Of Art	
ARH 565	Topics in Renaissance Art	
ARH 580	Twentieth-Century Seminar (Representing Conflict only)	
GEO 516	Volcanology	
GY 589	Forest Eco Veg Analysis	
HY 603	Literature European Hist	
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	
TH 628	Prob Th Arts: Design (Process and Model Making only)	
Total Hours		15

Department of Art and Art History

- Majors
 - Art History, MA (p. 238)
 - Studio Art, MA (p. 240)
 - Studio Art, MFA (p. 242)

Chair

- Guynes, Jason

Professors

- Guynes, Jason
- Wedderspoon, Craig

Associate professors

- Curzon, Lucy (Graduate Program Director -- Art History)
- Dooley, William
- Jones, Tanja (Undergraduate Program Director)
- Jordan, Chris
- Marshall, Sarah

- Schulte, Peter
- Shineman, Sky
- Speed, Bryce
- Stephens, Rachel

Assistant professors

- Castenell, Wendy
- Cumberland, Jonathan
- Feltman, Jennifer
- Grant, Allison (Graduate Program Director -- Studio Art)
- Grimes, Jamey
- Kim, Mina
- MacDonald, Wade
- Sung, Doris

Instructors

- Adams, Katie
- Dyer, Mary
- Fuller, Joel
- Gentry, Kelly
- Klosterman, John
- McKibben, Micah
- Moore, Megan
- Morgan, Celestia
- Palmer, Cassandra
- Sico, Jillian
- Smoot, Amy
- Sniadecki, Mark
- 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

ART502 Paul R. Jones Collection of American Art K-12 Program
Hours 3

Prerequisites: Twelve undergraduate hours in the specific studio field requested, review of portfolio, and permission of the department chairperson. This course is open only to graduate students who are not enrolled in a graduate program in the Department of Art.

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.

[View All Courses](#)

Faculty

Chair

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Professors

Guynes, Jason

Wedderspoon, Craig

Associate professors

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Dooley, William

Jones, Tanja (Undergraduate Program Director)

Jordan, Chris

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Klosterman, John

McKibben, Micah

Moore, Megan

Morgan, Celestia

Palmer, Cassandra

Sico, Jillian

Smoot, Amy

Sniadecki, Mark

Wegrzynowski, Charlotte

Wegrzynowski, Tom

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. 18).

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.

Students enrolled in the AMP in art history can double count up to 15 hours of study. The minimum overall GPA for admission is 3.3.

Graduate School information on the Accelerated Master's Program (p. 13).

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. 18).

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. 206).

Academic Grievances Information

Graduate School information about academic grievance policies (p. 219).

Scholastic Requirements

Graduate School information about scholastic requirements (p. 204).

Graduate School Deadlines Information

For information about Graduate School deadlines.

Application for Graduation Information

Graduate School information about applying for graduation (p. 18).

Faculty

Chair

Guynes, Jason

Associate professors

Curzon, Lucy

Jones, Tanja

Stephens, Rachel

Assistant professors

Castenell, Wendy

Feltman, Jennifer

Kim, Mina

Sung, Doris

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 in accordance with research interests	
Total Hours	30

Footnotes

¹ ART 511 Graduate Seminar, ART 525 Graduate Critiques, or ART 625 Graduate Critiques do not count as ART electives.

Transfer Credit

Graduate School information on Transfer Credit (p. 18).

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. Paper's 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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

Faculty

Chair

Guynes, Jason

Professors

Guynes, Jason

Wedderspoon, Craig

Associate professors

Dooley, William

Jordan, Christopher

Marshall, Sarah

Schulte, Peter

Speed, Bryce

Assistant professors

Cumberland, Jonathan

Grant, Allison

MacDonald, Wade

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.

Degree 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 in accordance with research interests	
Total Hours	60

Footnotes

¹ ART 511 Graduate Seminar, ART 525 Graduate Critiques, or ART 625 Graduate Critiques do not count as ART electives.

Transfer Credit

Graduate School information on Transfer Credit (p. 18).

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. 18).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

Faculty

Chair

Guynes, Jason

Professors

Guynes, Jason

Wedderspoon, Craig

Associate professors

Dooley, William

Jordan, Christopher

Marshall, Sarah

Schulte, Peter

Speed, Bryce

Assistant professors

Cumberland, Jonathan

Grant, Allison

MacDonald, Wade

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. 245)
 - Biology, MS (p. 247)
 - Marine Science, MS (p. 262)
 - Biology, PhD (p. 254)

Chair

- Behzad Mortazavi

Graduate Program Director

- Christina Staudhammer

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](#)

Faculty

Chair

Behzad Mortazavi

Graduate Program Director

Christina Staudhammer

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	Foundations in Advanced Biostatistics with Applications to 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.
- Additionally, M.A. students must enroll in either BSC 505 Intro to Grad Studies (Scientific Writing and Presentation) or BSC 695 Spec Topics Biolog Sci (Pedagogy in Biological Sciences).
- 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. 18)

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. The general dates detailed in section 4 should serve as guides for establishing these deadlines.

Formal Departmental Presentation: 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 presentation 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 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 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 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, 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 4, 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.

Each candidate for a master’s degree must apply for graduation.

Time Limits for Degree Completion

See information on time limits for degree completion. (p. 18)

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.

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. 206)

Academic Grievances Information

See information on academic grievances. (p. 219)

Scholastic Requirements

See scholastic requirements in the handbook. (p. 204)

Graduate School Deadlines Information

See information on Graduate School deadlines.

Application for Graduation Information

See information on application for graduation. (p. 23)

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

Most successful applicants will contact potential faculty mentors during the application process. The departmental website lists faculty and provides a link to individual pages that describe their research interests.

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	Foundations in Advanced Biostatistics with Applications to 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.

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 Foundations in Advanced Biostatistics with Applications to 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.

Transfer Credit

See information on transfer credit. (p. 18)

Accelerated Master's Program

See information on the Accelerated Master's Program. (p. 13)

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 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.

See additional information on Plan I Advisory Committee. (p. 18)

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.

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): 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.

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. 18)

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. 206)

Academic Grievances Information

See information on academic grievances. (p. 219)

Scholastic Requirements

See scholastic requirements in the handbook. (p. 204)

Graduate School Deadlines Information

See information on Graduate School deadlines.

Application for Graduation Information

See information on application for graduation. (p. 23)

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

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.

Admissions

Most successful applicants will contact potential faculty mentors during the application process. The departmental website lists faculty and provides a link to individual pages that describe their research interests.

Before entering graduate study in the Biological Sciences, the applicant is expected to have 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 (66 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 569	Histology Of Vertebrates
BSC 571	Plant Physiology
BSC 573	Bioinformatics
BSC 575	General Entomology
BSC 576	Aquatic Insects
BSC 580	Plant Ecology
BSC 581	Foundations in Advanced Biostatistics with Applications to 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 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 (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)

Footnotes

- ¹ 48 credit hours other than BSC 699 Dissertation Research, including:
- At least 39 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 up to 6 credit hours may be taken from BSC 607 Adv Research Tech In By
 - 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 BSC 601 Biological Sciences Seminar
 - Of the 48 required credit hours, 24 must carry the BSC or MS designation.
 - BSC 599 Thesis Research may not be applied toward this degree.

Transfer Credit

Information on transfer credit. (p. 23)

Doctoral Plan of Study Requirement

Information on Doctoral Plan of Study (p. 23)

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.

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 students 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:

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.

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).

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. 23) 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. This external member may be from another institution. 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 and Oral Examination (defense): In addition to participation in the departmental research symposiums, 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 in the departmental office for those wishing to review it.

Time Limits for Degree Completion Requirements

See additional information on time limits for degree completion. (p. 23)

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.

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 <https://facultyhandbook.ua.edu/>.

Additional information on student progress. (p. 23)

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. 206)

Academic Grievances Information

See information on academic grievances. (p. 219)

Scholastic Requirements

See scholastic requirements in the handbook. (p. 23)

Graduate School Deadlines Information

See information on Graduate School deadlines.

Application for Graduation Information

See information on application for graduation. (p. 23)

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. 765) 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 Doctor of Education (EdD) requires a minimum of two years of graduate study beyond the master's degree for the completion of the EdD program. The student is required to complete 60 semester hours in approved graduate coursework research beyond the master's degree, or 90 semester hours of approved graduate courses, and to defend a dissertation. The student must complete a minimum of 12 hours of dissertation research. In the College of Education (p. 488) section of the Graduate Catalog, there are specific regulations governing the EdD 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. 356) section of the Graduate Catalog.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) (p. 730) 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.

Transfer of Credit

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 if approved by the

department and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

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.

There are two options for possible transfer of graduate credit at the doctoral level.

1. All doctoral programs: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from another institution if the credit was in-field and was earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA doctoral program. Revalidation (recertification) of credits more than 18 semesters old at the time of admission to a doctoral program is not an option. Only courses in which a student earned a "B" grade or better may be transferred. Under this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School.
2. PhD Programs Only: A student holding an earned, in-field master's degree may request approval for up to 24 hours of credit to be applied to the PhD. 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 PhD degree. When exercising this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School. The requested transfer credit hours must be listed on the PhD Plan of Study as MSC501 under the transfer credit section. If the in-field master's degree was awarded *more than six years prior to admission to the current doctoral degree program*, the graduate program director or department head/chair must also submit to the Graduate School for evaluation, a Field-Related Employment Since Earning Master's Degree form with the student's CV must be submitted by the department through the UA DocuSign system in myBama. In addition, the department is asked to provide the following, attached to the approved Plan of Study :
 - a. An annotated work history from the student. This history should include job titles and major duties for all positions since earning a master's degree.
 - b. A brief paragraph from the corresponding faculty member, attesting that he/she has reviewed the work history and how that work applies to the current Ph.D. degree program.

The Graduate School will make the final determination about whether up to 24 prior master's hours can be applied to the Ph.D. requirements.

PhD awarding departments that want to participate in offering Option 2 to their doctoral students, need to "opt in" by informing the graduate dean in writing that they wish to be among the approved departments.

Consideration of transfer of credit or the acceptance of an earned master's degree as credit toward a PhD program is subject to a final decision by the Graduate School. In either case the student must ensure that the Graduate School has an official transcript of all credit involved. This will ensure that the student and advisor are fully aware of course hours needed when submitting the required Plan of Study, which must be submitted by the time the student completes 30 hours of transfer plus UA

coursework. Planning to transfer courses in the final semester typically will delay graduation.

Please note that some departments allow fewer than 24 hours of graduate transfer credit. Be sure to check with your department's graduate coordinator regarding your department's transfer policy. Dissertation Research (699) may not be transferred in from an outside institution.

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).

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.

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

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.

The PhD, DMA, and DSW Plans of Study are submitted by the department through the UA DocuSign system in myBama. The Plan of Study for other doctoral programs (Ed.D., DNP) are available from the student's department, college, or school. 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.

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 through the UA DocuSign system in myBama.

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 may enroll 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 may be formed early in the dissertation research process, or shortly before the dissertation proposal is approved. It is expected that the committee will be formed and approved 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. [Click here for instructions on the process of establishing the committee.](#)

The committee must consist of at least five members. 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.

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; 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 instructor, assistant professor, associate professor, or professor).

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 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 in A Student Guide to Preparing Electronic Theses and Dissertations, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email gradschool@ua.edu 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.

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.

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

The dissertation defense is the culminating experience in the doctoral program. The Dissertation Chair and the student will coordinate with all committee members to choose a time, date, and location for the dissertation defense. 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 regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

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. For a defense to be successful, the majority of the committee must approve the dissertation and the defense.

The results of the dissertation defense must be reported to the Office of the Graduate School by submitting the Committee Acceptance Form at least six weeks before the Fall/Spring commencement, or five weeks before the Summer commencement, at which the degree is to be conferred. The Committee Acceptance Form, submitted by the department through the UA DocuSign system and found in myBama, confirms that a majority of the dissertation committee has approved the written dissertation and oral defense.

Any changes made to the manuscript after the defense must be approved by the Dissertation Chair. The student must submit the final dissertation to the Graduate School, and 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 Dissertation Submission and Approval

Following a successful dissertation defense (see "Dissertation Defense" for details), any edits agreed upon during the defense must be incorporated into the manuscript, and the Dissertation 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 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.

The dissertation, in its final form, must be received in the Graduate School within 60 days of the dissertation defense. If this deadline is not met, the Dissertation Chair may require the candidate to schedule a second dissertation defense. Note that this 60-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's homepage. Consult the Graduate School's dissertation site for additional details of the electronic submission process, including information on exactly what needs to be submitted to the Graduate School. At the stage of the Graduate School review of the manuscript, additional revisions may be required, to ensure that the final manuscript conforms to all formatting and editing standards. The graduate dean must approve the dissertation before the student can be cleared for graduation.

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.

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.

Admission Requirements

Before entering graduate study in the biological sciences, the student is expected to have 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.

Two types of admission to the graduate program in the Marine Science are possible: regular admission and permission to continue admission. In general, to be considered for regular admission, a student must have an overall GPA of 3.0 (based on a 4.0 system), including a 3.0 GPA for the last 60 hours attempted and a 3.0 average in all biological sciences courses attempted. A cumulative GRE score (verbal plus quantitative) of 300 or higher is required for regular admission to the Biology graduate program. However, applicants with a prior earned M.S. degree or more than 5 years of experience working in the field of study may request to have the GRE requirement waived. Applicants are not required to take a GRE subject test. International applicants must earn a TOEFL iBT score of 80 (or equivalent IELTS score of 6.5) or higher. Students requiring financial support as graduate teaching assistants must have a TOEFL iBT speaking subtest of 21 or higher. The University of Alabama GRE/TOEFL code is 1830.

Students who do not meet the GPA or GRE requirement (but not both) may be considered for permission to continue admission. Permission to continue admission may be granted to those who have an overall GPA of 2.5 (based on a 4.0 system), including a 3.0 average for the last 60 hours attempted and a 3.0 average in all biological/marine sciences courses attempted. Permission to continue admission may also be granted to those who meet the regular admission GPA requirement, but have a cumulative GRE score (verbal plus quantitative) of less than 300. Each student admitted conditionally to the Marine Science graduate program must maintain at least a 3.0 average for the first 12 hours in the Department of Biological Sciences at UA. All hours taken in the semester in which the student reaches 12 hours will be considered, even if by so doing the total exceeds 12 hours. If this requirement is not met, the student will be automatically dismissed without appeal following the semester in which these 12 hours are earned, except in those cases that are obviously beyond the student's control.

Degree Requirements

Each candidate will be guided by a graduate committee consisting of at least three members appointed by the dean of the Graduate School. Usually, one member of the committee will be a qualified member of the faculty in residence on the Tuscaloosa campus.

Each student must complete a minimum of 8 hours of graduate credit on the Tuscaloosa campus. Normally, this occurs during the student's first calendar year in the Graduate School. No foreign language is required.

Each student will undergo a preliminary examination prepared by the student's graduate committee and designed to be answered in about four hours a day over three consecutive days. The examination will be administered by the committee chairperson no later than the third semester of enrollment. Prior to the examination, it is expected that the student will discuss preparation and subject matter with committee members. Each student will participate in an interdisciplinary effort (e.g., cruise or field exercise) at some time during residence at the Dauphin Island Sea Lab.

Each student, upon completion of the coursework and thesis, will present a faculty- and peer-review seminar on the thesis content. Additionally, the graduate committee will administer a final oral examination. The master of science in marine science degree requires at least 24 hours of graduate credit. Both Plan I and Plan II are acceptable. Additional information is in the Degree Requirements section of this catalog.

Thesis - Option 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 Elective Courses		21
Elective Options include UA and Dauphin Island Sea Lab Courses ¹		
Total Hours		30

Additional Requirements:

- 24 credit hours other than BSC 599, 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 Techniques in Biology) and/or BSC 607 (Advanced Research Techniques in Biology)
- 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 - Option II

Code and Title		Hours
Required Courses		
BSC 505	Intro to Grad Studies	2
BSC 601	Biological Sciences Seminar	1
Marine Science Elective Courses		27
Elective Options include UA and Dauphin Island Sea Lab Courses ¹		
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 Techniques in Biology) and/or BSC 607 (Advanced Research Techniques in Biology)
- 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 may not apply toward this degree

Footnote 1		Hours
Marine Science Electives		
BSC 507	Research Tech In By	
BSC 517	Environmental Modeling	
BSC 528	Biology Of Fishes	
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 556	Microbial Ecology
BSC 564	Biology Of Algae
BSC 565	Principles Of Toxicology
BSC 570	Prin Pop Genetics
BSC 571	Plant Physiology
BSC 573	Bioinformatics
BSC 581	Foundations in Advanced Biostatistics with Applications to R
BSC 582	Conservation Biology
BSC 583	Evolution
BSC 596	
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 (Biochemistry Lab, Computational Biology, Molecular Ecology)

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 Resource 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

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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.

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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.

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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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

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In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

Department of Chemistry and Biochemistry

- Majors
 - Chemistry, MSC (p. 268)
 - Chemistry, PhD (p. 272)

Financial Assistance

Financial assistance for graduate students in chemistry is available through fellowships, graduate teaching assistantships, and graduate research assistantships.

Chair

- Greg Szulczewski

Graduate Director

- Patrick Frantom

Assistant professors

- Jared Allred
- Jack Dunkle
- Ayanjeet Ghosh
- Matt Thompson

Associate professors

- Martin Bakker
- Marco Bonizzoni
- Patrick Frantom
- Mike Jennings
- Brad Pierce
- Paul Rugar
- Tim Snowden
- Shane Street
- Stephen Woski

Professors

- Silas Blackstock
- Carolyn Cassidy
- David Dixon
- Arunava Gupta
- Shanlin Pan
- Elizabeth Papish
- Kevin Shaughnessy
- Russ Timkovich
- John Vincent

Clinical associate professor

- Diana Leung

Clinical assistant professors

- Alice DeSimone
- Yinghui Liu

CH501 Intro Grad Inorg Chem

Hours 3

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

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](#)

Faculty

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Graduate Director

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Assistant professors

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Jack Dunkle

Ayanjeet Ghosh

Matt Thompson

Associate professors

Martin Bakker

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Shanlin Pan

Elizabeth Papish

Kevin Shaughnessy

Russ Timkovich

John Vincent

Clinical associate professor

Diana Leung

Clinical assistant professors

Alice DeSimone

Yinghui Liu

Chemistry, MSC

The Department of Chemistry and Biochemistry offers a thesis and non-thesis pathway to the Chemistry, MSC and all applicants should have an undergraduate major in Chemistry or Biochemistry. The plan I Masters in Chemistry or Biochemistry requires the student to select a research advisor and write a thesis based on original research. The plan II Masters in Chemistry or Biochemistry is a coursework degree.

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 - Thesis Option

Code and Title	Hours
Required Lecture Course Options	12
CH 505 Medicinal Chemistry	
CH 510 Scientific Glassblowing	
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 621 Trends In Analytical Chem	
CH 626 Surface Analytical Techniques	
CH 627 Mass Spectrometry	
CH 635 Sel Topics In Org Chem	
CH 637 Spectroscopic Techniqua	
Research Techniques Course	7
CH 570 Research Techniques Chemistry	
CH 660 Adv Research Techniques Chem	
Departmental Seminars	5
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 in 2.5 years

Curricular Requirements - Non-Thesis Option

Code and Title	Hours
Lecture Required Courses Options	18-24
CH 519 Physical/Analytical Core	
CH 520 Structure/Bonding Core	
CH 505 Medicinal Chemistry	
CH 510 Scientific Glassblowing	
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 601 Adv Inor Chi:Strct Mth	
CH 605 Spec Topics Inorg Chem	
CH 609 Organometallic Chem	

CH 621	Trends In Analytical Chem	
CH 626	Surface Analytical Techniques	
CH 627	Mass Spectrometry	
CH 635	Sel Topics In Org Chem	
CH 637	Spectroscopic Techniq	
Literature Communication		3
CH 584	Chem Lit & Comm	
Research Techniques		0-6
CH 570	Research Techniques Chemistry	
CH 660	Adv Research Techniques Chem	
Departmental Seminar		4
CH 585	Chemistry Seminars	
Total Hours		30

Normally, the student is expected to finish this program in 2 years.

Transfer Credit

See Graduate School information on Transfer Credit (p. 18).

Accelerated Master's Program

The Accelerated Master's Program (AMP) is intended for highly motivated Chemistry majors whose objectives include degrees at the master's level. Up to 15 credit hours of coursework can be applied simultaneously toward both the B.S. and M.S. degrees. The remainder of the credit hours for each degree are completed independently, though both undergraduate and graduate courses may be taken in the same semesters. Students may then choose either the thesis or coursework program. For additional information see Graduate School information on the AMP program.

Comprehensive Exam

The oral defense of the student's thesis will serve as the comprehensive exam for the thesis-option program. For the coursework-option program, the comprehensive exam requirement is met by passing CH 584 Chem Lit & Comm with a grade of B or better.

Plan I - Thesis Process Requirements

The lecture coursework requirement for the Plan I M.S. degree will consist of a minimum of four lecture courses (12 hours) plus CH 585 (4 total hours), CH 586 (1 hour), CH 570/CH 660 (7 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 two members of the Graduate Faculty (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 - Coursework Process Requirements

The lecture coursework requirement for the Plan II M.S. degree will consist of a minimum of six lecture courses (18 hours) plus CH 584 (3 hours) and CH 585 (3 total hours). The remaining 6 credit hours are comprised of a combination of lecture and/or research courses (CH 570/CH 660). Students planning to include research courses must have an approved faculty research advisor.

Time Limits for Degree Completion Requirements

See Graduate School information on Time Limits (p. 18).

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. 206).

Academic Grievances Information

See Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

See Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

See Graduate School information on Deadlines.

Application for Graduation Information

See Graduate School information on Application for Graduation (p. 18).

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 a *regionally* 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 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.

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.

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- a written and/or oral examination based on the content of the degree program;
- a thesis and final oral defense;
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- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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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.

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Chemistry, Ph.D.

The Department of Chemistry and Biochemistry offers a research-intensive PhD program resulting in the production of a significant body of original work. Typically completion of the PhD program takes 4-5 years, the bulk of which is spent working on research projects. Additional focus will be on coursework and professional development, including the development 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 510 Scientific Glassblowing	
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 621	Trends In Analytical Chem	
CH 626	Surface Analytical Techniques	
CH 627	Mass Spectrometry	
CH 635	Sel Topics In Org Chem	
CH 637	Spectroscopic Techniq	
PH 534	Digitl Elect Comp Interfc	
PH 591	Advanced Laboratory	
PH 585	Magnetism	
PH 581	Solid State Physics	
Chemical Literature and Communication		3
CH 584	Chem Lit & Comm ²	
Seminar Courses		7
CH 585	Chemistry Seminars ³	
CH 586	Research Seminar ⁴	
Research Courses ⁵		18
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		24
CH 699	Dissertation Research	
Total Hours		72

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 CH584 is taken in the Fall of the second year.
- ³ Student registration in CH 585 Chemistry Seminars is required every semester unless there is a TA assignment conflict. 6 credit hours is the minimum required, but most student will take more hours (see Additional Academic Requirements)
- ⁴ Registration for CH 586 Research Seminar will occur in your final semester
- ⁵ Students should register for 1 hr of CH 570 in the Fall of their first year. The remaining 17 credits should be CH660. The full 18 credits should be completed by the end of the third year.
- ⁶ Student 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.

Transfer Credit

Students who have already passed equivalent courses may request to transfer up to two of the six required lecture courses. Also see Graduate School information on Transfer Credit (p. 23).

Doctoral Plan of Study Requirement

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

for the doctoral degree. Otherwise, a "hold" may be placed on future registrations.

Admission to Candidacy Requirements

Candidacy to the Ph.D. program occurs when a student has completed the following: 1) received an approved plan of study, 2) completed all formal coursework, and 3) passed written and oral candidacy exams. In general, all three of these items are completed by the student's third year (sixth semester) in the program.

Cumulative exams (cumes) serve as the written candidacy exam. Ph.D. candidates must pass four cumes within 20 opportunities. Cumes are given monthly except in August and December, normally on the 3rd Monday of the month. A cume schedule is posted each August in the front office. Students starting in Fall begin taking cumes in September of their first year and thus have until July of their second year to pass four exams. Students must pass at least two exams in their major area. However, students may take cumes in any area of chemistry. Students may only turn in one exam paper for grading in any given month. Cumulative exams constitute the written portion of a doctoral student's "candidacy" exam. **Failure to pass this requirement will result in dismissal from the Ph.D. program.**

The oral portion of the candidacy exam is held during the third-year committee meeting (CH 681 Oral Candidacy Exam). This course is taken in the spring semester of the third year. Students will present a detailed research summary and an original research proposal to their dissertation committee. Each of these parts will be supported by a written document delivered to every committee member at least one week prior to the exam. The committee will evaluate the presentations and award grades. A passing grade indicates that the student has passed both parts of the exam and satisfies the requirements 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 and timeline of such work will be determined by the student's committee. Failure to satisfactorily complete the work in a timely fashion will result in a grade of "fail". **The receipt of a "fail" grade signifies serious deficiencies that necessitate dismissal from the doctoral program.**

Continuous Enrollment Policy

See Graduate School information on CH 699 Dissertation Research Continuous Enrollment (p. 23).

Dissertation Requirements**1. Committee Formation**

After consultation with their research advisor, students will designate a dissertation committee in their second semester. This is composed of five faculty members: Research Advisor (chair), three faculty from the Department of Chemistry & Biochemistry, and one 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 should hold a Ph.D. (or equivalent terminal degree) and should 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 expected to be 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 prior to final dissertation submission to ProQuest.

4. Oral Defense of Dissertation

Students should register for CH586 in the semester they plan to defend their dissertation. Students will schedule the seminar (public) and committee (private) defense by coordinating with their committee chair. Once a date and time are identified, students should send scheduling information to the Graduate Program Assistant. A majority affirmative vote by the Dissertation Committee hearing the oral defense constitutes satisfactory fulfillment of the research and dissertation requirement.

5. Committee Acceptance Form

After submission of the final, approved dissertation to ProQuest, students should contact the Graduate Director to initiate the Committee Acceptance Form.

Time Limits for Degree Completion Requirements

See Graduate School information on Time Limits.

Student Progress Requirement

Students will hold annual meetings with their committees each Spring semester:

1st year - First Year Meeting

2nd year - Initial Research Review (IRR, CH 680 Initial Research Review)

3rd year - Oral Candidacy Exam (OCE, CH 681 Oral Candidacy Exam)

4th year plus - Annual Research Review (repeated annually 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 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. All remediation must be completed in the following semester (Summer). **Failure to satisfactorily complete this requirement may result in the student being found out of good standing and, thus, ineligible for Departmental support.**

Additional Academic Requirements

At the time of graduation, the Ph.D. candidate will have at least one publication accepted by a refereed journal, or in lieu thereof, the dissertation will be examined by an external referee designated by the Director of Graduate Studies in consultation with the Graduate Committee.

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 6 hours listed in the curriculum above.

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. 206).

Academic Grievances Information

See Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

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 2 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 will be allowed to continue in the graduate program and will occur prior to registration of the student in any subsequent term of study.

Also see Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

See Graduate School information on Deadlines.

Application for Graduation Information

See Graduate School information on Application for Graduation (p. 23).

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. 276)

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 Intro To Research Meth

Hours 3

Study of research methods for use in communicative disorders and related disciplines. 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](#)

Faculty

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Mrs. Mary Ray-Allen

Mrs. Sara Shirley

Mrs. DeLaine Stricklin

Audiologist

Dr. Emma Brothers

Graduate Research Professor Emeritus

Dr. Charles Formby

Speech Language Pathology, MS

The Department of Communicative Disorders offers a graduate program in speech 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:

- GRE scores
- Three letters of recommendation
- Curriculum vita/resume, and video submission.

Please make sure to 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 555	3
CD 501	3	CD 512	3	CD 517	3
CD 551	3	CD 545	3	CD 515	3
CD 552	3	CD 554	3	Elective Course	3
CD 517*	1	CD 576	3		
Elective Course	3				
		16	13		12

Second Year

Fall	Hours	Spring	Hours
Clinic: 15 - 20 Hours		Clinic: 40 Hours	
CD 556	3	CD 518	6
CD 576	3	CD 508	3
CD 517	3		
Elective Course	3		
		12	9

Total Hours: 62

Degree Requirements

Code and Title	Hours
Required Courses	
CD 501 Intro To Research Meth	3
CD 508 Diagnostic Practicum	3
CD 509 Language Development	3
CD 512 Language Disorders	3
CD 515 Professional Seminar	3
CD 517 Adv Clin Pract Speech	7
CD 518 Advanced Clinical Practicum II	8
CD 545 Audiology Lab Experience	1 to 3
CD 551 Phonolog Dev Assessmnt Intervn	3
CD 552 Neurology I	3
CD 553 Neuro II	3
CD 554 Fluency Disorders	3
CD 555 Sem In Voice Disorders	3
CD 556 Acquired Motor Speech Disorder	3
CD 575 Dysphagia In Children	3
CD 576 Dysphagia In Adults	3
Elective Courses ¹	
CD 505 Augmentative/Alt Communication	
CD 514 Autism Spectrum Disorders	
CD 525 Applied Research in CD	
CD 535 Medical SLP	
CD 544 Aural Rehabilitation	
CD 546 Aural Rehab for SLP	
CD 549 Sociolinguistics in SLP	

CD 550	Independent Study
CD 578	Counseling in CD
Total Hours	61-63

Footnotes

¹ Electives offered each semester are subject to change.

Transfer Credit

Graduate School information about Transfer Credit (p. 18).

Comprehensive Exam**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 re-write question for any student who fails a question, and the opportunity to demonstrate knowledge in that content area. The re-write may or may not be the original question. This decision will be determined by the primary faculty member responsible for the question.

Graduate School information on Comprehensive Exams (p. 21).

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 continuous semesters beginning only in Fall Semesters (F, Sp, S, F, Sp, S, F).

Graduate School information on Time Limits (p. 18).

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.

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.

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. Some observations will be completed via video tape while other observations will be of live sessions.

Undergraduate students at UA typically gain this experience while enrolled in CD 277 Preprofess Lab Experienc: 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.

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

At the Speech and Hearing Center, clients range from infants to geriatrics with a wide variety of speech, language, and hearing disorders often

complicated by additional problems such as cognitive, behavioral, and social challenges. Clients from diverse multicultural backgrounds are common.

Step 3: Off-Campus Clinical Practicum

Undergraduate students are not assigned to off-campus 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 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 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. Undergraduate students participate in in-house clinical practicum through enrollment in CD 447 Clinical Practicum I. Graduate students participate in in-house practicum through enrollment in CD 517 Adv Clin Pract Speech.

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 the following counties: Bibb, Fayette, Green, Hale, Jefferson, Pickens, Tuscaloosa and Walker.

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 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.

The Department encourages the writing of theses by talented and capable students pursuing the Master of Science degree. A graduate student who wishes to write a thesis must secure the approval of a member of the graduate faculty to direct the study within the first semester of graduate school. Approval for a thesis that uses human subjects must be secured from the Institutional Review Board. Forms

for the thesis option are at: <http://web.as.ua.edu/cd/wp-content/uploads/2009/07/Thesis-Option-Forms.pdf>

A. Thesis Scope

The scope of the thesis will be carefully considered and then limited according to the following:

1. A student will take six hours of CD 599 Thesis Research, hence the effort required by the thesis problem should be comparable to the work expected from a superior student for two seminar courses. A student must be enrolled in CD 599 continuously once work on a thesis has begun and during the semester that the Graduate School approves the thesis.
2. The scope of the problem must permit the student to complete the thesis within five months.
3. During the second or third semester of graduate school your data must be collected. To allow you to complete data collection, a flexible clinical placement will be granted for one of these semesters. Please discuss your expectations for data collection with the Clinic Director when you decide to complete the thesis option so that this accommodation can be made.

B. The Thesis Committee

1. The Thesis Committee is composed of graduate faculty members and is appointed by the Dean of the Graduate School. It includes two members of the Department of Communicative Disorders, thesis advisor and one other member from outside the Department all holding current graduate faculty status. An additional member may be included if the nature of the study justifies it.
2. A typed prospectus will be presented to each committee member at least one week prior to the first meeting. At the initial meeting the committee may approve the prospectus as it is or instruct a student to make alterations in the proposal. At this meeting it will be decided whether the committee will convene again prior to the final meeting.
3. If there is no interim meeting, individual members of the Thesis Committee must be consulted during the study as needed. A meeting of the entire committee will be called by the chair to consider any major changes.
4. After the chair of the Thesis Committee approves a draft of the thesis, a copy will be prepared for each committee member. A copy along with a list of corrections will be submitted to each member of the Thesis Committee one week prior to its final meeting.
5. At the final meeting, the student will orally present the thesis to the committee. Also, the committee may approve the thesis, approve it with minor changes, recommend major changes with another meeting to consider the revision, or disapprove the thesis. The committee may also supply additional corrections. The thesis may be accepted if a majority of the Thesis Committee approves it.

C. Thesis Style

A copy of an online Manual for Students Preparing Theses and Dissertations should be obtained from the web, <http://graduate.ua.edu/etd/index.html> except when it conflicts with the Graduate Schools, online manual. The Publication Manual of the American Psychological Association (latest edition) will be followed. Copies are sold at the University Supply Store.

D. The Thesis

1. After the final meeting of the Thesis Committee any typographical errors should be corrected and recommended revisions should be made.

2. Consult the on-line Manual of the Graduate School for what constitutes acceptable paper and reproduction process for copies.

3. A student will need at least four bound copies of the thesis: two for the Graduate School, one for the Department, and one for the chair of the Thesis Committee.

4. A student should consult the Graduate Office about any question of form that cannot be answered by the two publications listed above.

5. Students choosing the thesis option will not be required to take comprehensive exams. They will, however, be required to complete a KASA form that will be reviewed by the chair of the department at an exit interview upon graduation.

Additional Academic/Clinical Requirements

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.

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. See Probation in the Academic Section of this manual.

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.

Clinical Educators will consider a variety of factors when evaluating clinical performance. Some factors are objective while others are more subjective in nature. Although the Calipso, web-based evaluation forms, will be used as the primary tool for evaluating clinic, the Clinical

Educator's subjective opinion of student performance will be considered when determining the student's grade.

Students will be given verbal and written feedback periodically during the semester as an evaluation of performance. The student is expected to review this feedback and discuss it with the Clinical Educator if he/she has any questions or requires additional help. The student is also expected to incorporate the feedback when planning and executing future clinical sessions.

The Clinical Educator will have a mid-term and end-of-term conference with each student to discuss overall clinical progress and, if needed, concerns. Electronic performance evaluations will be completed in Calipso by the clinical Educator and serve as a reference point for these conferences. The Clinical Educator is responsible for informing the student during these meetings if there are concerns about the student's competencies. Again, the student is expected to incorporate the feedback provided by the Clinical Educator in future clinical sessions/experiences. Additionally, if the Clinical Educator has concerns regarding non-academic traits (Appendix V) exhibited by the students, which could adversely affect success in the field of Speech-Language Pathology, they will be addressed in the midterm and/or end of term meeting.

From the beginning of each semester to the end of the semester, the student clinician should become increasingly independent (refer to Anderson's 1988 Continuum of Supervision diagram below), improving in his/her ability to solve problems and make decisions, and apply critical thinking skills to the clinical process in an increasingly sophisticated manner. Clinical success involves a range of abilities including (1) integration of academic knowledge into the planning and execution of clinical service (2) application of evidence-based clinical procedures and strategies (3) the ability to establish an appropriate and successful relationship with clients and their families (4) the professional persona necessary for counseling and multidisciplinary case management and (5) the organizational skills necessary for accountability and effective time management. The successful clinician therefore must be able to combine academic knowledge, clinical expertise, and appropriate personal/professional traits.

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for

those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

Faculty

Chair

Dr. Memorie Gosa

Clinic Director

Mrs. Mary Ray-Allen

Coordinator, Audiological Services

Dr. JoAnne Payne

Graduate Research Professor Emeritus

Dr. Charles Formby

Full Professor

Dr. Marcia Hay-McCutcheon

Associate Professors

Dr. Angela Barber

Dr. Anthony Buhr

Dr. Memorie Gosa

Dr. Evie Malaia

Assistant Professors

Dr. Spyridoula Cheimariou

Dr. Paul Reed

Dr. HyunJoo Yoo

Clinical Educators

Dr. Christy Albea

Mrs. Mary Bryan

Mrs. Kandis Chatman

Mrs. Candace Cook

Mrs. Claire January

Mrs. Sara Shirley

Mrs. DeLaine Stricklin

Department of Criminology & Criminal Justice

- Major
 - Criminology & Criminal Justice, MS (p. 283)

Chair

- Lesley Reid

Graduate Director

- Adam Lankford

Professors

- Adam Lankford
- Lesley Reid

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

Faculty**Chair**

Lesley Reid

Graduate Director

Adam Lankford

Professors

Adam Lankford

Lesley Reid

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

An applicant must hold a bachelor's degree from an accredited college or university. 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. Non-degree students may not enroll in graduate courses in criminal justice.

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 550	Sem Courts Social Policy	
CJ 570	Sem Correction Policy	
CJ 590	Special Topics	
CJ 592	Independent Study	
Comprehensive Exam		
Total Hours		30

MS in Criminology & Criminal Justice, Nonthesis Option

This option requires a total of 33 credit hours including 9 of core requirements, and 24 for elective courses. Nonthesis students must also pass a written and/or oral comprehensive examination based on the content of the degree program (ordinarily done after the completion of 18 hours of coursework).

Nonthesis 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
Electives		24
CJ 505	Gender & Crime	
CJ 506	Terrorism	
CJ 520	Seminar Law Enforcement	
CJ 540	Sem Juvenile Delinquency	
CJ 550	Sem Courts Social Policy	
CJ 570	Sem Correction Policy	
CJ 590	Special Topics	
CJ 592	Independent Study	
Comprehensive Exam		
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. 18).

Accelerated Master's Program

Please refer to the Graduate School's website for further information on the Accelerated Master's Program (p. 13).

Comprehensive Exam

The Department of Criminology and Criminal Justice requires students taking the non-thesis option to pass a written comprehensive exam. The exam cannot be taken until after the completion of 18 hours of graduate coursework, and is typically taken during the semester in which the

student expects to complete the requirements for the Master's degree. Students need to have already completed the corresponding course for each question they answer. The exam will be given twice a year: in the Spring and Fall semesters.

For those students who plan to graduate in August, comprehensive examinations should be taken in the Spring semester prior to August graduation.

1. The date, time and place of the exam will be set and announced by the Graduate Director, but will take place in a campus computer lab with internet access disabled, unless otherwise announced.
2. In advance of the exam, students will be provided with a study guide, a suggested reading list, and the evaluation criteria for how exam answers will be graded.
3. At minimum, the study guide will contain 16 potential exam questions: 2 questions per course for criminological theory, research methods, statistics, and five electives recently offered by the department. The exam itself will contain at least 8 questions from the study guide: 1 question per course for criminological theory, research methods, statistics, and five electives recently offered by the department.
4. In general, answers to comprehensive exam questions will be graded based on the following PRIMARY criteria:
 - a. Quality of response (how well do you answer the question?)
 - b. Clarity of response (is your answer coherent and intelligible?)
 - c. Application of existing scholarship and readings (do you cite the relevant literature?)
 - d. Demonstration of classroom learning (do you demonstrate in-depth knowledge of the topic area?)

Some SECONDARY criteria relate to the student's ability to:

1. Think creatively and apply the theories and concepts you learned in appropriate or novel ways
2. Apply statistical tools to evaluate social problems, policies and/or programs
3. Use critical thinking skills for analysis

Students will be encouraged to pay attention to spelling, grammar, sentence structure, and organization as they write. The Graduate Director may also provide guidelines for the minimum required length of students' answers to exam questions.

On the day of the exam, students will not be allowed to bring notes, study guides, or books into the room. Students may bring blank paper and pen or pencil to the examination in order to draft answers, if desired, but they will type their answers to exam questions. Students may not use their cell phones or any other electronic services to obtain any information about exam questions during the testing period.

Each student's exam will be assigned a code name or number by that student, ensuring anonymity for grading purposes.

Each exam question will be graded by at least 2 members of the graduate faculty.

Whenever possible, one of these graders will be the same faculty member who taught the course that corresponds with that question. He or she will be designated the PRIMARY GRADER. The other grader(s) may be any graduate faculty member(s). They will be selected by the Graduate Director and designated the SECONDARY GRADER and/or TERTIARY GRADER, respectively.

Each answer will be graded on a "Pass"/"Fail" basis.

- If the PRIMARY GRADER scores the answer as “Pass,” the student will pass that question regardless of the score from the SECONDARY GRADER.
 - If the PRIMARY GRADER scores the answer as “Fail” and the SECONDARY GRADER scores the answer as “Fail,” the student will fail that question.
 - If the PRIMARY GRADER scores the answer as “Fail” and the SECONDARY GRADER scores the answer as “Pass,” a third graduate faculty member (TERTIARY GRADER) will be asked to score the answer and break the tie.
1. Students will receive the results of the score provide by each grader, along with any supplementary feedback the graders would like to provide (be it laudatory or critical)
 2. Students must pass all questions to successfully pass the comprehensive exam.
 3. If a student fails any question, the PRIMARY GRADER provides written feedback to the student about what was wrong with the submitted answer, and then the student gets a chance to re-take the same exam question during the same semester, with a time limit of 100 minutes per question. Students who fail for a second time will have to re-take the entire comprehensive exam in a subsequent semester. Students who fail for a third time will be dropped from the program altogether.

Retaking the Comprehensive Examination

If a student fails one or more comprehensive exam questions on the first try, the second exam will be taken four (4) weeks from the original exam date. Students must set aside both dates in advance.

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 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

Please see the "Comprehensive Exam" section above for detailed information on the non-thesis process requirements.

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

1. Grade Point Average: The student must have a cumulative average of not less than "B" in graduate courses undertaken at The University of Alabama. Grades below "C" are counted in computing scholastic averages, but do not carry credit toward the degree.
2. Credit Tenure: 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.
3. Application for Degree: The student must file an Application for Degree.
4. Fulfillment of Degree Requirements: All coursework and degree plans expire at the end of *SIX YEARS*. A student must complete all degree

requirements within six years from the date that he/she enrolls in graduate coursework. If degree requirements are not completed within six years, he/she may reapply to the Graduate School but all coursework taken may not be applied toward the degree (only the coursework that the Graduate School allows). If a student fails to register for 3 consecutive years, the student must reapply for admission (only the coursework that the Graduate School allows can be applied toward the degree).

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation. (p. 18)

Department of English

- Majors
 - Creative Writing, MFA (p. 287)
 - English, MA (p. 292)
 - English as a Second Language, MA (p. 291)
 - English, PhD (p. 295)

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

- Steven Trout

Director of Graduate Studies

- James McNaughton

Director of the MFA Program in Creative Writing

- Wendy Rawlings

Director of the Hudson Strode Program in Renaissance Studies

- Michelle Dowd

CRES Program Coordinator

- Amy Dayton

TESOL Program Coordinator

- Robert Poole and 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

Faculty

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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 include:

- Applicants must specify "Prose," "Poetry," or "Prose and Poetry" in the Specialty Area field of the online application and upload writing sample(s) as appropriate. If applying in "Prose and Poetry," upload 2-30 pages of prose and 10-20 pages of poetry as one document.
- A writing sample consisting of 20-30 pages of prose (fiction, nonfiction, or a combination of the two), or 10-20 pages of poetry, or both.

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, or Linguistics Courses	9
Select 9 hours of literature, criticism, or linguistics courses in the Department of English at the 500 or 600 level.	
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. EN 609 Form Theory Practice must be taken three times for a total of 3 credit hours. 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. 23).

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 faculty members (including the thesis advisor).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee

members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

English as a Second Language, MA

Applied Linguistics and ESL is an exciting and ever-growing field with post-graduate opportunities around the world. If you have an eye for adventure and interests in language and culture, this could be the field for you!

The English as a Second Language masters program at UA prepares graduates to pursue a range of academic and professional careers. In recent years, our graduates have continued to doctoral programs in Linguistics, Rhetoric and Composition, and History and 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.

Admission Requirements

A candidate for admission to the MA-ESL degree program must satisfy the minimum conditions for regular admission to the Graduate School (including a GPA of 3.0 overall and an acceptable score on the general test of the Graduate Record Examination). Each applicant must also submit a sample of his or her academic writing.

For non-native English speakers applying to the MA-ESL 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

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.

Degree 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-ESL 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 English Linguistics	3

Thesis Course

EN 599 Thesis Research	6
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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:

CIE 606 New Literacies	
BER 540 Statistical Methods In Educ	
BER 550 Eval Classroom Learning	
BEF 534 Multicultural Education	
SP 556 Intro Spanish Linguistics	
RL 523 Quantitative Methods in Ling	

Total Hours 30

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 English 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:

CIE 606 New Literacies	
BER 540 Statistical Methods In Educ	
BER 550 Eval Classroom Learning	
BEF 534 Multicultural Education	
EN 512 Computers And Writing	
SP 556 Intro Spanish Linguistics	
RL 523 Quantitative Methods in Ling	

Total Hours 30

Language Requirements

To earn the degree, native speakers of English must demonstrate proficiency in a second language; students whose native language is

not English must demonstrate satisfactory proficiency in spoken and written English. 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 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

English, MA

English MA Overview

The department offers programs leading to the Master of Arts in English, including an MA in English with a focused area of study in Renaissance Studies (Hudson Strode Program) 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. 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

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- 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 MA Program, this should consist of 10-20 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.
- 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.

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

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 credits (or a total of 34 credits if the student completes the teaching practicum EN 533/EN 534) 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
EN 534 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 661 Chaucer	
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	34

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 credits for completion. Students writing a thesis (Plan I) will take 6 thesis hours. Students with teaching assistantships must take the summer practicum before their first semester of service in addition to the practicum courses EN 533 Practicum Tchg College English and EN 534 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.

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 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 below.

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 661 Chaucer	
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
EN 534 Practicum Tchg College English	2

Select Plan I (6 thesis hours) or Plan II (6 hours of electives)	6
Total Hours	34

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.

Degree requirements for the MA in English with a Focused Area of Study in Composition, Rhetoric, and English Studies (CRES)

The CRES MA specialization requires 30 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, 4 additional hours in EN 533 and EN 534 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 English Linguistics (or other linguistics)	3
General electives	
Select 15 hours	15
Teaching Practicum	
EN 533 Practicum Tchg College English	2
EN 534 Practicum Tchg College English	2
Total Hours	34

Teaching assistants are required to complete 4 hours in the teaching practicum (EN 533/EN 534). 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. 18).

Accelerated Master's Program

Graduate School information on the Accelerated Master's Program (p. 13).

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 practicum before their first semester of service in addition to the practicum courses EN 533 Practicum Tchg College English and EN 534 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 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 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 below.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements.

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

English, Ph.D.

Admission

Applicants for admission to the PhD program in English are required to take the general test and the written test of the Graduate Record Examination. Each applicant must submit a sample of his or her critical writing (normally an essay of some 20 pages written for a course, or a portion of a master's thesis) and must normally have a GPA of 3.5 or better for his or her master's courses or equivalent graduate work. 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.

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.
- 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.

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 48 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)
- 30 hours of coursework beyond the master's degree (earned here or elsewhere)

Doctoral candidates will also complete 24 hours of dissertation research and two hours of teaching practicum (EN 533/EN 534. 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.

CRES (Composition, Rhetoric, and English Studies) Degree Requirements

The CRES PhD Specialization requires 48 hours of coursework, 24 dissertation hours, 4 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.

Curricular Requirements

A. The CRES curriculum

The CRES PhD specialization requires 48 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 12 hours in approved general

electives. Students who have prior graduate degrees or coursework may transfer up to 18 hours. For graduate teaching assistants, 4 additional hours in EN 533 and EN 534 are required.

CRES Curriculum		Hours
Core English requirements		
EN 537	Intro to Grad Studies	3
Select one of the following (or petition the field advisor to fill this requirement with an alternative theory course):		3
EN 535	Literary Criticism	
EN 635	Literary Criticism	
EN 637	Workshop In Academic Writing	
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		12
Linguistics		
EN 620	English Linguistics (or other)	3
Total Hours		48

Students who have a teaching assistantship will take EN 533 Practicum Tchg College English and EN 534 Practicum Tchg College English.

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. 23).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study (p. 23).

Comprehensive Exams

PhD Preliminary Exam

The PhD preliminary examination is a written exam of four hours in duration that requires the student to demonstrate, in the subfield of the dissertation, a depth of knowledge appropriate to an expert in that subfield. A list of approved subfields and a process for proposing alternative subfields shall be provided to the student. Under the direction of his or her preliminary examination committee chair, who will likely also serve as dissertation director, and subject to the approval of the full exam committee,

- The examinee will be responsible for constructing and demonstrating mastery over a reading list of approximately 100 primary and 30 secondary texts in the appropriate subfield; and,
- 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. Once the exam is completed, the student's committee will read all responses, talk collectively about them, and then, on the basis of consensus whenever possible, and on 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.

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 (Jennifer Fuqua) 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 practicum before their first semester of service and enroll in EN 533 Practicum Tchg College English and EN 534 Practicum Tchg College English during their first year of teaching service.

Admission to Candidacy Requirements

Graduate School information on Admission to Candidacy. (p. 23)

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. 23).

Dissertation Requirements

Preliminary examination

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:

1. Written preliminary examination (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 primary and 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. 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.

2. Dissertation prospectus conference and dissertation defense

The conference concerning the dissertation prospectus will be a one-hour discussion between the student and his or her dissertation committee. Generally, that committee will be composed of the dissertation director, plus three other graduate faculty members from the department and one graduate faculty member from outside the department. The conference will focus on both 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.

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 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.

Graduate School information on Dissertation Requirements (p. 23).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 18).

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

Year one, incoming PhD students teach discussion sections attached to literature surveys taught by a professor. Year two, PhD students teach two composition sections each semester and enroll in “EN 533 Practicum Tchg College English and EN 534 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. 206).

Academic Grievance Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.

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. 765) 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 Doctor of Education (EdD) requires a minimum of two years of graduate study beyond the master’s degree for the completion of the EdD program. The student is required to complete 60 semester hours in approved graduate coursework research beyond the master’s degree, or 90 semester hours of approved graduate courses, and to defend a dissertation. The student must complete a minimum of 12 hours of dissertation research. In the College of Education (p. 488) section of the Graduate Catalog, there are specific regulations governing the EdD 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. 356) section of the Graduate Catalog.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) (p. 730) 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.

Transfer of Credit

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 if approved by the department and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

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.

There are two options for possible transfer of graduate credit at the doctoral level.

1. All doctoral programs: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from another institution if the credit was in-field and was earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA doctoral program. Revalidation (recertification) of credits more than 18 semesters old at the time of admission to a doctoral program is not an option. Only courses in which a student earned a "B" grade or better may be transferred. Under this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School.
2. PhD Programs Only: A student holding an earned, in-field master's degree may request approval for up to 24 hours of credit to be applied to the PhD. 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 PhD degree. When exercising this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School. The requested transfer credit hours must be listed on the PhD Plan of Study as MSC501 under the transfer credit section. If the in-field master's degree was awarded *more than six years prior to admission to the current doctoral degree program*, the graduate program director or department head/chair must also submit to the Graduate School for evaluation, a Field-Related Employment Since Earning Master's Degree form with the student's CV must be submitted by the department through the UA DocuSign system in myBama. In addition, the department is asked to provide the following, attached to the approved Plan of Study :
 - a. An annotated work history from the student. This history should include job titles and major duties for all positions since earning a master's degree.
 - b. A brief paragraph from the corresponding faculty member, attesting that he/she has reviewed the work history and how that work applies to the current Ph.D. degree program.

The Graduate School will make the final determination about whether up to 24 prior master's hours can be applied to the Ph.D. requirements.

PhD awarding departments that want to participate in offering Option 2 to their doctoral students, need to "opt in" by informing the graduate dean in writing that they wish to be among the approved departments.

Consideration of transfer of credit or the acceptance of an earned master's degree as credit toward a PhD program is subject to a final decision by the Graduate School. In either case the student must ensure that the Graduate School has an official transcript of all credit involved. This will ensure that the student and advisor are fully aware of course hours needed when submitting the required Plan of Study, which must be submitted by the time the student completes 30 hours of transfer plus UA coursework. Planning to transfer courses in the final semester typically will delay graduation.

Please note that some departments allow fewer than 24 hours of graduate transfer credit. Be sure to check with your department's graduate coordinator regarding your department's transfer policy.

Dissertation Research (699) may not be transferred in from an outside institution.

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).

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.

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

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.

The PhD, DMA, and DSW Plans of Study are submitted by the department through the UA DocuSign system in myBama. The Plan of Study for

other doctoral programs (Ed.D., DNP) are available from the student's department, college, or school. 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.

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 through the UA DocuSign system in myBama.

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 may enroll 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 may be formed early in the dissertation research process, or shortly before the dissertation proposal is approved. It is expected that the committee will be formed and approved 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. [Click here for instructions on the process of establishing the committee.](#)

The committee must consist of at least five members. 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.

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; 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 instructor, assistant professor, associate professor, or professor).

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 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 in A Student Guide to Preparing Electronic Theses and Dissertations, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email gradschool@ua.edu 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.

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.

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

The dissertation defense is the culminating experience in the doctoral program. The Dissertation Chair and the student will coordinate with all committee members to choose a time, date, and location for the dissertation defense. 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 regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

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. For a defense to be successful, the majority of the committee must approve the dissertation and the defense.

The results of the dissertation defense must be reported to the Office of the Graduate School by submitting the Committee Acceptance Form at least six weeks before the Fall/Spring commencement, or five weeks before the Summer commencement, at which the degree is to be conferred. The Committee Acceptance Form, submitted by the department through the UA DocuSign system and found in myBama, confirms that a majority of the dissertation committee has approved the written dissertation and oral defense.

Any changes made to the manuscript after the defense must be approved by the Dissertation Chair. The student must submit the final dissertation to the Graduate School, and 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 Dissertation Submission and Approval

Following a successful dissertation defense (see "Dissertation Defense" for details), any edits agreed upon during the defense must be incorporated into the manuscript, and the Dissertation 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 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.

The dissertation, in its final form, must be received in the Graduate School within 60 days of the dissertation defense. If this deadline is not met, the Dissertation Chair may require the candidate to schedule a second dissertation defense. Note that this 60-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's homepage. Consult the Graduate School's dissertation site for additional details of the electronic submission process, including information on exactly what needs to be submitted to the Graduate School. At the stage of the Graduate School review of the manuscript, additional revisions may be required, to ensure that the final manuscript conforms to all formatting and editing standards. The graduate dean must approve the dissertation before the student can be cleared for graduation.

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.

Department of Gender and Race Studies

Women's Studies, MA (p. 305)

Post-Master's Certificate in Women's Studies (p. 304)

Chair

- Dr. Utz McKnight

Graduate Director

- Dr. Utz McKnight

Professor

- Dr. Utz McKnight

Associate professors

- Dr. Jennifer Purvis
- Dr. Hilary Green

Assistant professors

- Dr. Gwenetta Curry
- Dr. Sara-Maria Sorentino
- Dr. J Marlena Edwards

AAST502 Special Topics

Hours 3

An examination of selected African American topics.

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

Faculty**Chair**

Dr. Utz McKnight

Graduate Director

Dr. Utz McKnight

Professor

Dr. Utz McKnight

Associate professors

Dr. Jennifer Purvis

Dr. Hilary Green

Assistant professors

Dr. Gwenetta Curry

Dr. Sara-Maria Sorentino

Dr. J Marlena Edwards

Post-Master's Certificate in Women's Studies

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 must submit 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. 18).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Women's Studies, MA

Graduates of the MA program will have the skills to continue graduate work toward a PhD in a humanities or social science discipline. Training in feminist studies and research methods will also enable graduates of the MA program to enhance their work in other careers, such as law, health care, criminology, social work, public welfare, and education.

Graduate work in Women's Studies and African American Studies is also available to students whose degree programs permit them to select courses in other programs and divisions. A Master of Arts concentration in Women's Studies may be taken through the Department of American Studies of the College of Arts and Sciences and through other cooperating departments and programs. 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. 18).

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. 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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The

thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

Department of Geography

- Majors
 - Geography, MS (p. 310)
 - Geography, PhD (p. 314)
- Graduate Certificates
 - Geographic Information Systems (p. 310)

Chair

- Matthew Therrell

Graduate Director

- Hongxing Liu

Professors

- Seth Appiah-Opoku
- Kevin Curtin
- Luoheng Han
- Justin Hart
- Hongxing Liu
- Douglas J. Sherman
- Michael Steinberg
- Matthew Therrell
- Joe Weber

Assistant professors

- Matthew LaFevor
- Nicholas Magliocca
- Jared Margulies
- Wanyun Shao

Associate professors

- Bennett Bearden
- Sagy Cohen
- Lisa Davis
- Jason Senkbeil

Professors emeriti

- Hobson Bryan
- David Shankman
- Bobby Wilson

Instructors

- Mary Pitts
- Jake Reed
- Dan Yonto

Visiting Instructor

- Jacques Ganoulis

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](#)

Faculty

Chair

Matthew Therrell

Graduate Director

Hongxing Liu

Professors

Seth Appiah-Opoku

Kevin Curtin

Luoheng Han

Justin Hart

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Geographic Information Systems Certificate

The objectives of the graduate certificate in Geographic Information Science (GIS) offered through the Department of Geography 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 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 Studies Geog (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

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.

Admissions

Admission into the Geography MS program typically requires an undergraduate degree in geography, environmental science, or a related discipline. The Department of Geography at The University of Alabama offers the MS program in Geography with four areas of concentration:

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.

A graduate student admitted with additional requirement "Permission-to-continue" must maintain a GPA of 3.3 or better in the first semester of enrollment, in which at least 9 semester hours of graduate coursework are completed. A student must earn a GPA of 3.0 or better over the first 12 hours of graduate coursework. The evaluation is based on all graduate level coursework completed at the end of that semester. Failure to satisfy either condition will result in the student's dismissal from the master's program. A student who satisfies the latter condition will automatically assume the status of a regularly admitted graduate student.

Non-degree student status permits a student to enroll in a maximum of 12 hours of graduate coursework. Upon the successful completion of a maximum of 12 graduate course credit hours, if the student wishes to continue graduate level coursework, the re-application as a degree-seeking student is required to be filed to the Graduate School and reviewed by the department graduate committee. Non-degree seeking students cannot take GY 500 or GY 523.

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 6 credit hours of required courses and 6 credit hours for thesis research. A minimum of 12 credit hours must be taken from courses in one of the four areas of concentration. The remaining 6 credit hours may consist of

courses from any of the other areas of concentration and/or the related courses offered in other departments with Advisor approval.

The non-thesis option is only available with the approval of the graduate program director. Students on the non-thesis option track are not generally eligible for department funding and do not hold department assistantships. This option requires a total of 39 credit hours, including 6 credit hours of program required courses (GY 500 and GY 523) and 3 credit hours for non-thesis research projects (GY 598). Students selecting this option must take a minimum of 8 credit hours of geographic techniques, and may count up to 15 credit hours of such coursework towards their MS program. A minimum of 15 credit hours must be taken from courses in one of the areas of concentration. The remaining 10 credit hours may consist of courses from any of the other three areas of concentration, or related courses in other disciplines with the advisor and graduate program director's approval (up to 6 of the 10 credit hours); and/or experiential courses (up to 3 of the 10 credit hours).

If a thesis-track student wishes to change to the non-thesis track, a written justification must be provided by the student. This change must be approved by the student's advisor and the Graduate Program Director. Any student who makes this change will be ineligible for department funding and will not qualify for assistantships. GY599 - Thesis Research, cannot count toward a non-thesis track Master's degree.

MS in Geography, Thesis Option

This option requires a total of 30 credit hours including 6 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. Additional information is provided in the Department of Geography *MS Graduate Handbook*.

Code and Title	Hours
Required Courses	
GY 500 Research Traditions Meth In Gy	3
GY 523 Quantitative Methods	3
Area of Focus ¹	12
Electives	6
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 Studies Geog	
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 39 credit hours including 6 hours of program requirements and 3 hours for non-thesis research projects. Students selecting this option must take a minimum of 8 hours of geographic techniques and may count up to 15 credit hours of such

coursework towards their MS program. A minimum of 18 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 credit hours may consist of courses from any of the other three areas of focus; related courses in other disciplines with departmental approval (up to 6 of the 10 credit hours); and/or experiential learning courses (up to 3 of the 10 credit hours). The non-thesis option is only available with the consent of the academic advisor and graduate program director.

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
Area of Focus ¹	18
Geography Elective	6
Can include but not limited to:	
GY 532 Spec Research In Geog	
GY 570 Special Studies Geog	
GY 590 Internship	
Non-Geography Electives or Experiential Learning Courses	6
Regardless of concentration students must have 8 hours from the GIS area of focus.	
Total Hours	39

Footnote 1

Areas of Focus:

Area of Focus	Hours
Earth System Science	
GY 504 Physical Geo of SE US	
GY 505 Dir Research Physical Geograph	
GY 509 Forest History and 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 Soils	
GY 585 River Hydrology	
GY 586 Watershed Dynamics	
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 History and 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 Soils	
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 Ecosystem Management: Silviculture	
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 Geography of Automobility	
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. 18).

Accelerated Master's Program

The department offers the Accelerated Master's Program (AMP), which is intended for gifted and highly motivated undergraduate students in geography and environmental science at The University of Alabama who would like to pursue a Master's degree. Typically, qualified students may apply to the Graduate School in the final semester of their junior year. At the time of application, they must have overall undergraduate GPAs of not less than 3.5. AMP students must already be working in the research lab of their proposed graduate advisor at the time of the application. Once admitted, an AMP student is approved to take up to 12 hours of graduate courses that will count towards both the bachelor's and graduate degrees.

Graduate School information on the Accelerated Master's Program (p. 13).

Comprehensive Exam/Capstone

For students completing the non-thesis option, a Comprehensive 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 exams typically last 1.5 hours and cover topics from 100-level geography courses, GY 500 and GY 523, and materials in the student's concentration area within geography. Normally, this exam is administered during the beginning of the student's third semester of residence. However, 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 the 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 and/or whose research areas matches the student's interest.

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 exams typically last 1.5 hours and cover topics from 100-level geography

courses, GY 500 and GY 523, and material in the student's concentration area within geography. Normally, this exam is administered during the beginning of the student's third semester of residence. However, 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

Following the successful completion of the Master's Qualifying Examination, a student in the non-thesis option is required to submit two course-related research papers 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 papers must be read and approved by the advisor and an additional member of the geography faculty with full graduate faculty status. The second reader must be selected by the student in consultation with the advisor and must be approved by the advisor. The same faculty member cannot serve as the second reader for both non-thesis research papers. Normally, the readers are the same faculty members that comprised the Master's 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. 18).

Student Progress Requirement

Students need to submit an annual progress report at the end of the Spring 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. 206).

Academic Grievances Information

Information about Academic Grievances (p. 219).

Scholastic 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 Scholastic Requirements (p. 204).

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. 18).

Geography, Ph.D.

Overview

The Department of Geography 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 and GRE scores, 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 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.

- Academic/professional writing samples. These may include published research papers, conference papers, research or applied project reports, term papers, and completed Master's thesis.
- 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.
- 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.
- 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 9 hours of 600-level seminar courses, and 5) a minimum of 24 hours of dissertation research (GY 699).

Code and Title	Hours
Required Courses	
GY 500 Research Traditions Meth In Gy	3
GY 523 Quantitative Methods	3
Spatial Techniques	6
Electives	36
Dissertation Research	24
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. 23).

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 time the student has completed the second 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 through the UA DocuSign system in myBama. 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 through the UA DocuSign system in myBama.

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 students' 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. 23).

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 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 sixth 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. 23).

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 Spring 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. 206).

Academic Grievances Information

Information about academic grievances (p. 219).

Scholastic 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 Scholastic Requirements (p. 204).

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. 23).

Department of Geological Sciences

- Majors
 - Geology, MS (p. 318)
 - Geology, PhD (p. 321)

Chair

- Delores Robinson

Professors

- Fred Andrus
- Ibrahim Cemen
- Rona Donahoe
- Samantha Hansen
- Delores Robinson
- Harold Stowell
- Geoffrey Tick

Assistant professors

- Julia Cartwright
- Marcello Minzoni
- Rebecca Minzoni
- Alain Plattner
- Thomas Tobin
- Matthew Wielicki
- Bo Zhang

Adjunct professors

- Sandi Smart
- Michelle Wielicki
- Chunmiao Zheng

Professors emeriti

- Paul Aharon
- Richard Groshung
- Ernest Mancini
- Carl Stock

Associate professors

- Natasha Dimova
- Kimberly Genareau
- Yuehan Lu
- Alberto Perez-Huerta
- Yong Zhang

Director, Sedimentary Basin Studies

- Berry H. (Nick) Tew

Graduate Program Director

- Kimberly Genareau

GE0501 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

GE0502 Communicating Geology

Hours 3

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

Prerequisite(s): None

View All Courses

Faculty

Chair

Delores Robinson

Professors

Fred Andrus
 Ibrahim Cemen
 Rona Donahoe
 Samantha Hansen
 Delores Robinson
 Harold Stowell
 Geoffrey Tick

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 Yong Zhang

Director, Sedimentary Basin Studies

Berry H. (Nick) Tew

Graduate Program Director

Kimberly Genareau

Geology, MS

Students pursuing the MS degree often seek employment in environmental and geotechnical consulting, water resources, energy exploration, or pursue additional graduate study. Many of our MS graduates become licensed Professional Geologists. 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 field.

Admission Requirements

Admission to the graduate program in geology is competitive. Applicants must satisfy the minimum admission requirements established by the

Graduate School. An applicant to the MS program is normally required to have a bachelor's degree in geology or a related discipline (e.g., chemistry, mathematics, physics, or geological engineering) and to have completed at least one year each of college-level calculus, chemistry, and physics. Applicants with degrees in disciplines other than geology or with ancillary background deficiencies may be required to complete certain undergraduate requirements. An applicant to the PhD program is normally required to have a master's degree; however, an applicant with exceptional credentials may be admitted directly into the PhD program.

See the Admission Criteria section of this catalog for more information.

Degree Requirements

The MS program requires a minimum of 24 credit hours of coursework, participation in the graduate seminar (two semesters), and a thesis. A maximum of 3 credit hours of non-thesis research may be applied toward the 24-hour total. A thesis committee should be established by the end of the first semester of residence and a thesis project must be proposed by the end of the second semester of residence. Each MS candidate must pass a combined oral thesis defense and final examination. Additional information is given in the Department of Geological Sciences Graduate Handbook.

Code and Title	Hours
Introduction Course	
GEO 502 Communicating Geology	3
Graduate Seminars	
GEO 535 Graduate Seminar	2
GEO 536 Graduate Seminar	
Geology Course Options	
GEO 501 through GEO 696	19
Thesis Research	
GEO 599 Thesis Research	6
Total Hours	30

- At least 18 hours of the 24-hour total must be completed in the Department of Geological Sciences (DGS) (these may include transferred credit). The 6 hours of remaining coursework may be taken in a related field with approval by the student's Thesis Advisory Committee.
- Course cross-listed at both the 400- and 500-level must be taken at the 500-level.
- A maximum of 3 hours of GEO 598 (Non-Thesis Research) may count toward the 24-hour total.
- A maximum of 12 hours of graduate courses may be transferred from other universities and applied toward the 24 hour total – these courses must be approved by the student's Thesis Advisor.

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;

- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

Geology, Ph.D.

Admission Requirements

Admission to the graduate program in geology is competitive. Applicants must satisfy the minimum admission requirements established by the Graduate School. An applicant to the MS program is normally required to have a bachelor's degree in geology or a related discipline (e.g., chemistry, mathematics, physics, or geological engineering) and to have completed at least one year each of college-level calculus, chemistry, and physics. Applicants with degrees in disciplines other than geology or with ancillary background deficiencies may be required to complete certain undergraduate requirements. An applicant to the PhD program is normally required to have a master's degree; however, an applicant with exceptional credentials may be admitted directly into the PhD program.

See the Admission Criteria section of this catalog for more information.

Degree Requirements

The PhD program requires a minimum of 48 hours of coursework beyond the baccalaureate degree (including a maximum of 24 credit hours of approved graduate-level coursework transferred from a master's program and a maximum of 12 hours of nonthesis or nondissertation research), participation in the graduate seminar (four semesters), and

a dissertation. A dissertation committee should be established by the end of the first semester of residence and a dissertation project should be established by the end of the third semester of residence. Each PhD candidate must also pass an oral dissertation proposal, an oral preliminary examination (after completion of all coursework), and an oral dissertation defense. Additional information is given in the Department of Geological Sciences Graduate Handbook.

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. 765) 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 Doctor of Education (EdD) requires a minimum of two years of graduate study beyond the master's degree for the completion of the EdD program. The student is required to complete 60 semester hours in approved graduate coursework research beyond the master's degree, or 90 semester hours of approved graduate courses, and to defend a dissertation. The student must complete a minimum of 12 hours of dissertation research. In the College of Education (p. 488) section of the Graduate Catalog, there are specific regulations governing the EdD 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. 356) section of the Graduate Catalog.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) (p. 730) 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.

Transfer of Credit

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 if approved by the department and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

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.

There are two options for possible transfer of graduate credit at the doctoral level.

1. All doctoral programs: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from another institution if the credit was in-field and was earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA doctoral program. Revalidation (recertification) of credits more than 18 semesters old at the time of admission to a doctoral program is not an option. Only courses in which a student earned a "B" grade or better may be transferred. Under this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School.
2. PhD Programs Only: A student holding an earned, in-field master's degree may request approval for up to 24 hours of credit to be applied to the PhD. 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 PhD degree. When exercising this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School. The requested transfer credit hours must be listed on the PhD Plan of Study as MSC501 under the transfer credit section. If the in-field master's degree was awarded *more than six years prior to admission to the current doctoral degree program*, the graduate program director or department head/chair must also submit to the Graduate School for evaluation, a Field-Related Employment Since Earning Master's

Degree form with the student's CV must be submitted by the department through the UA DocuSign system in myBama. In addition, the department is asked to provide the following, attached to the approved Plan of Study :

- a. An annotated work history from the student. This history should include job titles and major duties for all positions since earning a master's degree.
- b. A brief paragraph from the corresponding faculty member, attesting that he/she has reviewed the work history and how that work applies to the current Ph.D. degree program.

The Graduate School will make the final determination about whether up to 24 prior master's hours can be applied to the Ph.D. requirements.

PhD awarding departments that want to participate in offering Option 2 to their doctoral students, need to "opt in" by informing the graduate dean in writing that they wish to be among the approved departments.

Consideration of transfer of credit or the acceptance of an earned master's degree as credit toward a PhD program is subject to a final decision by the Graduate School. In either case the student must ensure that the Graduate School has an official transcript of all credit involved. This will ensure that the student and advisor are fully aware of course hours needed when submitting the required Plan of Study, which must be submitted by the time the student completes 30 hours of transfer plus UA coursework. Planning to transfer courses in the final semester typically will delay graduation.

Please note that some departments allow fewer than 24 hours of graduate transfer credit. Be sure to check with your department's graduate coordinator regarding your department's transfer policy. Dissertation Research (699) may not be transferred in from an outside institution.

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).

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.

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

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.

The PhD, DMA, and DSW Plans of Study are submitted by the department through the UA DocuSign system in myBama. The Plan of Study for other doctoral programs (Ed.D., DNP) are available from the student's department, college, or school. 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.

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 through the UA DocuSign system in myBama.

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 may enroll 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 may be formed early in the dissertation research process, or shortly before the dissertation proposal is approved. It is expected that the committee will be formed and approved 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. Click here for instructions on the process of establishing the committee.

The committee must consist of at least five members. 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.

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; 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 instructor, assistant professor, associate professor, or professor).

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 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 in A Student Guide to Preparing Electronic Theses and Dissertations, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email gradschool@ua.edu 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.

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.

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

The dissertation defense is the culminating experience in the doctoral program. The Dissertation Chair and the student will coordinate with all committee members to choose a time, date, and location for the dissertation defense. 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 regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

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. For a defense to be

successful, the majority of the committee must approve the dissertation and the defense.

The results of the dissertation defense must be reported to the Office of the Graduate School by submitting the Committee Acceptance Form at least six weeks before the Fall/Spring commencement, or five weeks before the Summer commencement, at which the degree is to be conferred. The Committee Acceptance Form, submitted by the department through the UA DocuSign system and found in myBama, confirms that a majority of the dissertation committee has approved the written dissertation and oral defense.

Any changes made to the manuscript after the defense must be approved by the Dissertation Chair. The student must submit the final dissertation to the Graduate School, and 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 Dissertation Submission and Approval

Following a successful dissertation defense (see "Dissertation Defense" for details), any edits agreed upon during the defense must be incorporated into the manuscript, and the Dissertation 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 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.

The dissertation, in its final form, must be received in the Graduate School within 60 days of the dissertation defense. If this deadline is not met, the Dissertation Chair may require the candidate to schedule a second dissertation defense. Note that this 60-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's homepage. Consult the Graduate School's dissertation site for additional details of the electronic submission process, including information on exactly what needs to be submitted to the Graduate School. At the stage of the Graduate School review of the manuscript, additional revisions may be required, to ensure that the final manuscript conforms to all formatting and editing standards. The graduate dean must approve the dissertation before the student can be cleared for graduation.

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.

Department of History

- Majors
 - History, MA (p. 328)
 - History, PhD (p. 330)

Chair

- Joshua Rothman

Graduate Director

- Daniel Riches

Professors

- Margaret Abruzzo (Assoc Prof)
- John Beeler (Prof)
- Julia Brock (Assist Prof)
- Steve Bunker (Assoc Prof)
- Lawrence Cappello (Assist Prof)
- Teresa Cribelli (Assoc Prof)
- Kari Frederickson (Prof)
- John Giggie (Assoc Prof)
- Lesley Gordon (Prof)
- Sharony Green (Assoc Prof)
- Holly Grout (Assoc Prof)
- Andrew Huebner (Prof)
- Lucy Kaufman (Assist Prof)
- Heather Kopelson (Assoc Prof)
- Lisa Lindquist-Dorr (Prof)
- Matthew Lockwood (Assist Prof)
- Di Luo (Assist Prof)
- Jimmy Mixson (Assoc Prof)
- Margaret Peacock (Assoc Prof)
- Erik Peterson (Assoc Prof)
- Juan Jose Ponce-Vazquez (Assist Prof)
- Harold Selesky (Assoc Prof)
- Jenny Shaw (Assoc Prof)
- Sarah Steinbock-Pratt (Assoc Prof)
- Janek Wasserman (Assoc Prof)

HY601 Literature Of American History

Hours 4

No description available

HY602 Lit American History Sc 1865

Hours 4

Course examines major historical scholarship of American history since the Civil War.

[View All Courses](#)

Faculty

Chair

Joshua Rothman

Graduate Director

Daniel Riches

Professors

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- John Beeler (Prof)
- Julia Brock (Assist Prof)
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Harold Selesky (Assoc Prof)

Jenny Shaw (Assoc Prof)

Sarah Steinbock-Pratt (Assoc Prof)

Janek Wasserman (Assoc Prof)

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. 18).

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 following criteria are eligible to join the Accelerated Master's Program:

- completion of 90 total credit hours
- an overall University of Alabama GPA of 3.75 or above
- completion of the University's core curriculum, with the foreign language option
- completion of the required courses for the History major (including HY 497 OR HY 498/HY 499 and the geographic area distribution requirements)
- completion of 3/4 of the required History major hours

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. They may also count of up to 15 hours of graduate coursework taken during their time in the program towards their undergraduate degrees.

Graduate School information on the AMP Program (p. 13).

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. 18).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

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	
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 651 Sem Us History To 1877	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. 23).

Doctoral Plan of Study

Graduate School information on the Doctoral Plan of Study (p. 23).

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. 23).

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. 23).

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. 23).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 23).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

Department of Mathematics

- Majors
 - Mathematics, MA (p. 334)
 - Applied Mathematics, PhD (p. 333)
 - Mathematics, PhD (p. 338)

Chair

- Cruz-Uribe, David

Graduate Director

- Halpern, David C.M.J.

Professors

- Allen, Paul J.
- Corson, Jon M.
- Cruz-Uribe, David
- Evans, Martin
- Dixon, Martyn R.
- Gleason, Jim
- Hadji, Layachi
- Halpern, David C.M.J.
- Liem, Vo
- Moore, Robert L.
- Olin, Robert F.
- Sidje, Roger
- Sun, Min
- Wang, James L.
- Wang, Pu
- Zhao, Shan

Associate Professors

- Belbas, Stavros
- Roberts, Lawrence
- Moen, Kabe
- Trace, Brace S.
- Zhu, Wei

Assistant Professors

- Ames, Brendan
- Beznosova, Oleksandra
- Chen, Yuhui
- Ferguson, Timothy
- Kwon, Hyun-Kyoung
- Tosun, Bulent
- Xu, Yangyang

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

Hours 1-3

Diverse mathematical topics designed to enhance skills and broaden knowledge in mathematics for secondary mathematics teachers.

[View All Courses](#)

Faculty

Chair

Cruz-Uribe, David

Graduate Director

Halpern, David C.M.J.

Professors

Allen, Paul J.
 Corson, Jon M.
 Cruz-Uribe, David
 Evans, Martin
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Associate Professors

Belbas, Stavros

Roberts, Lawrence

Moën, Kabe

Trace, Brace S.

Zhu, Wei

Assistant Professors

Ames, Brendan

Beznosova, Oleksandra

Chen, Yuhui

Ferguson, Timothy

Kwon, Hyun-Kyoung

Tosun, Bulent

Xu, Yangyang

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.

Admission Requirements

To be admitted for a graduate degree, students are expected to satisfy the general requirements of the Graduate School, as stated in the Admission Criteria section of this catalog. In support of the application, each applicant must submit scores on the general test of the Graduate Record Examination; the advanced portion is desirable but not required.

See the Admission Criteria section of this catalog for more information.

Doctor of Philosophy Degree in Applied Mathematics

The Doctor of Philosophy degree in Applied Mathematics is a joint program with The University of Alabama in Birmingham and The University of Alabama in Huntsville. The program is intended as a research degree and is awarded based on scholarly proficiency (as demonstrated by course work, passing the Joint Program Qualifying Exam and the Comprehensive Exam) and the ability to conduct independent, original research (demonstrated by the PhD dissertation). A successful student must:

- Pass the Joint Program Exam (JPE), also called the Qualifying Exam. The Joint Program Examinations in Real Analysis and Linear Algebra are given during two periods each year (one in May and one in September). During each period a student may take one or both of the exams but subject to the following restrictions: (1) either exam may be attempted at most twice and (2) a student may participate in exams during no more than three periods. Core courses that will help students prepare for these exams are: MATH 580 Real Analysis I, MATH 681 Real Analysis II, MATH 572 Linear Algebra and MATH 510 Numerical Linear Algebra.
- Complete 54 semester hours of graduate courses. 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. (No courses counted towards an MA degree

can be used. Also, the following courses do not count toward this degree: MATH 504 Topics Mod Math Teachers, MATH 505 Geometry. Secondary Teachers, MATH 508 Topics In Algebra, MATH 551 Math Stats W/Applictn I, MATH 552 Math Stats W/Applictn II, MATH 570 Prin Modern Algebra I, MATH 586 Intro Real Analysis I, MATH 587 Intro to Real Analysis II, and MATH 591 Teaching College Math.)

- Pass a foreign language or tool of research exam.
- Pass the Comprehensive Exam, which consists of a written part and an oral part.
- Prepare a dissertation, which must be a genuine contribution to mathematics.
- Pass the Final Examination (thesis defense).

For university rules regarding transfer credit, residency requirements, and other policies and deadlines, refer to the Academic Policies section of the Graduate Catalog (p. 6), or see the Graduate Program Director.

Course Work Requirement

Students must complete 54 credit hours in order to qualify for the PhD. Study plans for students wishing to focus in Scientific Computing/PDE, Optimization, Statistics can be found in the student handbook.

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 Hours

The 18 hours in a Major area of applied mathematics can come from any of the following courses:

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	Math Statistics I
MATH 555	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 Differential Equations
MATH 644	Singular Perturbations

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.

The 12 credit hours in a minor area of study 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 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. For example, students in the Ph.D. program may be initially advised to take the Master's level analysis course, MATH 587 Intro to Real Analysis II, before taking MATH 580 Real Analysis I.

Because a doctoral degree usually requires five years of full-time study, financial support is provided for five years, with the possibility of a sixth year of support. A typical course load is three courses per semester. If a student is employed as a Graduate Teaching Assistant (equivalent to a 6-hour teaching load), the minimum course load is 6 hours. However, the total course load plus teaching must be between 12 to 18 hours inclusive.

Time to Complete

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.

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. Each exam is three and one half hours long.

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.

Any student considering taking this examination should meet as soon as possible with the Department Chair and Graduate Program Director.

Topics in Real Analysis

- Lebesgue measure on \mathbb{R}^1 : outer measure, measurable sets and Lebesgue measure, non-measurable sets, measurable functions.
- The Lebesgue integral in \mathbb{R}^1 : positive functions and general functions, comparison with the proper and improper Riemann integral.
- Differentiation and integration: monotone functions, functions of bounded variation, absolute continuity, the fundamental theorem of calculus.
- Definition of a positive measure, measure spaces, measurable functions, the integral with respect to a positive measure.
- Convergence theorems for positive measures: monotone and dominated convergence.
- L^p spaces for positive measures with $p=1,2,\dots,\infty$, definition, completeness.
- Product measure, Lebesgue measure on \mathbb{R}^k , Fubini's theorem.

Topics in Linear Algebra

- Vector spaces over a field: subspaces
- quotient spaces
- complementary subspaces
- bases as maximal linearly independent subsets
- finite dimensional vector spaces
- linear transformations
- null spaces
- ranges
- invariant subspaces
- vector space isomorphisms
- matrix of a linear transformations

- rank and nullity of linear transformations and matrices
- change of basis
- equivalence and similarity of matrices
- dual spaces and bases
- diagonalization of linear operators and matrices
- Cayley-Hamilton theorem and minimal polynomials
- Jordan canonical forms
- real and complex normed and inner product spaces
- Cauchy-Schwarz and triangle inequalities
- orthogonal complements, orthonormal sets
- Fourier coefficients and the Bessel inequality
- adjoint of a linear operator
- positive definite operators and matrices
- unitary diagonalization of normal operators and matrices
- orthogonal diagonalization of real, symmetric matrices

Mathematics, MA

The department offers programs leading to the Master of Arts (MA) and Doctor of Philosophy (PhD) degrees. There is also a joint PhD program in applied mathematics with The University of Alabama system campuses at Birmingham and Huntsville. Our programs support a high fraction of students, students graduate quickly and readily find jobs. 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 MATH 572 Linear Algebra and MATH 586 Intro Real Analysis I in their first semester, and MATH 510 Numerical Linear Algebra or MATH 570 Prin Modern Algebra I and MATH 587 Intro to Real Analysis II in their second semester. 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
Core Courses	12
MATH 572 Linear Algebra	
MATH 510 Numerical Linear Algebra or	
MATH 570 Prin Modern Algebra I	
MATH 586 Intro Real Analysis I	
MATH 587 Intro to Real Analysis II	
Select one of the following sequences	6
Algebra	

MATH 571 Prin Modern Algebra II & MATH 57:and Abstract Algebra I	
Real Analysis	
MATH 580 Real Analysis I & MATH 68:and Real Analysis II	
Topology and Algebraic 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 Math Statistics I & MATH 55:and Math Statistics II	
Partial Differential Equations	
MATH 541 Boundary Value Problems & MATH 64:and Partial Differential Equations	
Breadth Requirement	3
One additional 3 hour course from MATH 510, MATH 511, MATH 520, MATH 554, MATH 557, MATH 565, MATH 571, MATH 580, MATH 585, MATH 574, MATH 588, MATH 591, MATH 593 or MATH 674.	
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. Mathematics courses: MATH 510, MATH 511, MATH 520, MATH 554, MATH 557, MATH 565, MATH 571, MATH 580, MATH 585, MATH 574, MATH 588, MATH 591, MATH 593 or MATH 674. Non-Math courses: AEM 520, BER 642, BER 646, EC 570, EC 660, FI 519, ST 531, ST 552 or ST 561. This is not an exhaustive list, merely a representation of options.	
Credit Hours Subtotal:	30

Master's en route to PhD

Students pursuing a PhD degree in Mathematics can be awarded a Master's degree after passing the PhD Qualifying Exams, completing 30 hours in graduate coursework and fulfilling the core course requirements.

Transfer Credit

See the Graduate School policy (p. 23).

Accelerated Master's Program

See the Graduate School link for admission criteria for Accelerated Master's Program (p. 13).

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. 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

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. 23).

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 (p. 7) School Policy.

Withdrawals and Leave of Absence Information

See the Graduate School Policy (p. 206).

Academic Grievances Information

See the Graduate School Policy (p. 219).

Scholastic Requirements

See the Graduate School Policy (p. 204).

Graduate School Deadlines Information

See the Graduate School Deadlines.

Application for Graduation Information

See the Graduate School Policy on application for graduation. (p. 23)

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

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 Qualifying Examination) 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 in order with a minimum of 39 hours in Mathematics. The following courses do not count toward this degree: MATH 504 Topics Mod Math Teachers, MATH 505 Geometry: Secondary Teachers, MATH 508 Topics In Algebra, MATH 551 Math Stats W/Applictn I, MATH 552 Math Stats W/Applictn II, MATH 570 Prin Modern Algebra I, MATH 572 Linear Algebra MATH 586 Intro Real Analysis I, and MATH 587 Intro to Real Analysis II

Most of the courses required for a Master's Degree, but not all, are part of the approved collection. In consultation with the student's dissertation advisor, the Graduate Program Director must approve the student's program of study. Study plans for students wishing to focus in Algebra, Analysis, Scientific Computing/PDE, Topology, Math Education, or Optimization can be found in the student handbook.

The following core course requirements must be completed: One course with grade of B or better from each of the following two categories representing Pure and Applied areas respectively, and three two-course sequences.

Category 1: Pure (Choose 1) **3**

MATH 571 Prin Modern Algebra II

MATH 573 Abstract Algebra I

MATH 674 Abstract Algebra II

MATH 580 Real Analysis I

MATH 681 Real Analysis II

MATH 565 Intro General Topology

MATH 566 Intro Algebraic Topology

Category 2: Applied (Choose 1) **3**

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 642 Partial Differential Equations

MATH 554 Math Statistics I

MATH 555 Math Statistics II

Two Course Sequences (Choose 3) **18**

Algebra

MATH 571 Prin Modern Algebra II
& MATH 573 Abstract Algebra I

Boundary Value Problems and Partial Differential Equations

MATH 541 Boundary Value Problems
& MATH 642 Partial Differential Equations

Mathematical Statistics

MATH 554 Math Statistics I
& MATH 555 Math Statistics II

Numerical Analysis

MATH 511 Numerical Analysis I
& MATH 512 Numerical Analysis II

Optimization

MATH 520 Linear Optimization Theory
& MATH 521 Non-Linear Optimization Theory

Real Analysis

MATH 580 Real Analysis I
& MATH 681 Real Analysis II

Topology

MATH 565 Intro General Topology
& MATH 566 Intro Algebraic Topology

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

Total Hours **72**

Transfer Credit

See the Graduate School policy (p. 23).

Doctoral Plan of Study Requirement

See the Graduate School Policy on the Doctoral plan of study. (p. 23)

Comprehensive Exams

PhD students must pass two qualifying exams from five subjects: Algebra; Topology; Real Analysis; Numerical Analysis and Partial Differential Equations within three exam sessions by the beginning of their seventh semester in order to remain in the PhD program. Exams are given twice a year, during the week before the fall and the spring semesters begin, lasting four hours each. Students may take one qualifying exam at a time, until they have passed two subject areas within three exam sessions and the specified time limit. A student may not fail any qualifying exam more than twice. If a student takes a given exam and fails, and then chooses a different exam (e.g., replacing the analysis exam with the PDEs exam), the first exam failure will still count. If a dispute arises, the final interpretation of the exam scores will be made by the Graduate Program Committee.

Each exam is written and graded by a committee consisting of at least two faculty members selected by the Chair in consultation with the graduate program committee (GPC) in the subject area of the exam. After the qualifying exam is graded, the exam committee makes a recommendation of a grade of Fail or to the GPC and the Graduate Director. The GPC will have the final authority to assign the grade, which is then conveyed to each student by the Graduate Director.

Admission to Candidacy Requirements

Advancing to candidacy requires the passing of the qualifying examination, the completion of all the coursework 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. 23).

Dissertation Requirements

See the Graduate School policy (p. 23).

Time Limits for Degree Completion Requirements

See the Graduate School policy (p. 23).

Student Progress Requirement

The following is an acceptable progress toward a PhD in Mathematics.

- 1st Year – Satisfy the Preliminary Test Requirements, maintain a 3.00 GPA or higher, and take 3 courses per semester.
- 2nd Year – Complete three of the 2-course PhD sequences and core courses with a satisfactory GPA and pass two qualifying exams.
- 3rd Year – Maintain a satisfactory GPA, apply for candidacy, form a Supervisory Committee by the middle of the 3rd year, do a research proposal presentation, obtain approval of the research proposal from the Supervisory Committee and begin dissertation research. Although optional, it is recommended that one of the Committee members be from outside the Department of Mathematics.
- 4th Year – Complete the 48 hours with a satisfactory GPA, submit the Plan of Study to the graduate school, and form a Dissertation Committee by the end of the fourth year. One of the Committee members must be from outside the Department of Mathematics.
- 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.

Students required to take the Master's sequences in Real Analysis (MATH 586 and MATH 587) and in Linear Algebra (MATH 572 and MATH 510 or MATH 570) will be given additional time to satisfy the milestones listed above.

Additional Academic Requirements

Preliminary Test Requirement

All first year PhD students are required to take two preliminary tests (PT), one in Real Analysis and the other in Linear Algebra. These tests take place the week before the start of the fall semester in August. Each test is either assigned a passing or a failing grade. A comprehensive description of all possible outcomes is given below.

- Passing both PTs allows students to take any of the PhD core sequences provided the course prerequisites are satisfied. See the graduate catalog for the latter.

- If students fail the Linear Algebra PT, they must take the MATH 572 Linear Algebra course in the fall and obtain at least a grade of B. Otherwise, the Linear Algebra PT must be retaken the following August.
- If students fail the Real Analysis PT, they must take the MATH 586 Intro Real Analysis I course in the fall and MATH 587 Intro to Real Analysis II course in the spring and obtain at least a grade of B in both courses. Otherwise, the Real Analysis PT must be retaken the following August.
- If students fail one of the PTs for a second time, they will not be able to continue in the PhD program and would have to transfer to the Master's program.

Note that students entering the PhD program in the spring will have to take the preliminary tests in August.

Academic Misconduct Information

See the Graduate School Policy. (p. 7)

Withdrawals and Leave of Absence Information

See the Graduate School Policy (p. 206).

Academic Grievances Information

See the Graduate School Policy (p. 219).

Scholastic Requirements

See the Graduate School Policy (p. 204).

Graduate School Deadlines Information

See the Graduate School Deadlines.

Application for Graduation Information

See the Graduate School Policy on application for graduation. (p. 23)

Department of Modern Languages and Classics

- Majors
 - German, MA (p. 342)
 - Romance Languages, MA (p. 345)
 - Romance Languages, PhD (p. 352)
 -
 -

Chair

- Toman, Cheryl

Graduate Program Director

- Cipria, Alicia

Professors

- Corbalán, Ana
- Fox, Thomas A.
- Summers, Kirk
- Toman, Cheryl

Associate professors

- Cipria, Alicia
- Drewelow, Isabelle
- Drozd, Andrew M.
- Edmunds, Bruce T.
- Koronkiewicz, Bryan
- Lazda-Cazers, Rasma
- Lightfoot, Douglas
- Mayer, Carmen
- Moody, Sarah
- O'Rourke, Erin
- Robin, Jean Luc
- Rodeño, Ignacio F.
- Romanelli, Claudia
- Shannon-Henderson, Kelly
- Tsakiropoulou-Summers, Tatiana
- Worden, Bill

Assistant professors

- Elnaili, Safa
- Feminella, Matthew
- Goethals, Jessica
- Granja, Xabier
- McKay, Micah
- Montalbano, Alessandra
- Range, Regina
- Stamm, Gina

Classics Courses**CL533 Exhibition Models in Greek Museums**

Hours 3

This course will take students to Greece for three weeks in Summer I to study 14 of the most important museums in the country. Class will be held at the archaeological sites themselves and the accompanying museums. Students will attend lectures on Greek culture, history, and art from prehistory to the modern age, and then visit the archaeological sites and the corresponding museums. The lectures will contextualize the site and the museum exhibits, since the purpose of museums is not only to preserve the material culture but also to display it in such a way as to enhance the content and bring to life aspects of the culture at hand. During each visit, therefore, students will survey both the site and the museum and assess how they make information available to the public, how they use interactive activities to stimulate visitors, and what aspects of the site and the museum succeed in presenting their subject in interesting and innovative ways or fail to do so. Students will also consider the struggle of traditional and well-established museums to re-invent themselves while their budgets are shrinking. This effort is most evident in Greek museums that have become very resourceful in re-organizing their displays at a minimum cost, as they attempt to remain relevant in a world accustomed to be intensely stimulated and entertained.

Prerequisite(s): Students must be enrolled in the Museum Studies program (MUSM) and have completed at least two MUSM courses.

Prerequisite(s) with concurrency: none

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, GN 525, or GN 540)

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**

Hours 3-6

No description available

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](#)

Faculty

Chair

Toman, Cheryl

Graduate Program Director

Cipria, Alicia

Professors

Corbalán, Ana

Fox, Thomas A.

Summers, Kirk

Toman, Cheryl

Associate professors

Cipria, Alicia

Drewelow, Isabelle

Drozd, Andrew M.

Edmunds, Bruce T.

Koronkiewicz, Bryan

Lazda-Cazers, Rasma

Lightfoot, Douglas

Mayer, Carmen

Moody, Sarah

O'Rourke, Erin

Robin, Jean Luc

Rodeño, Ignacio F.

Romanelli, Claudia

Shannon-Henderson, Kelly

Tsakiropoulou-Summers, Tatiana

Worden, Bill

Assistant professors

Elnaili, Safa

Feminella, Matthew

Goethals, Jessica

Granja, Xabier

McKay, Micah

Montalbano, Alessandra

Range, Regina

Stamm, Gina

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 (e.g., Cameroon, Germany, Lithuania, Poland, Ukraine, and others) besides the US, 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		
GN 515	Middle High German	6
GN 520	Renaissance Baroque Lit	
GN 525	Literature Age of Goethe	
GN 540	Literature after 1945	

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 Development
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 540	Literature after 1945	
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 Development
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 540	Literature after 1945
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 540	Literature after 1945
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. 18).

Accelerated Master's Program

The Accelerated Master's Program (AMP) in German is an exciting way to jump-start your graduate studies.

Undergraduate students with 90 credits, at least a 3.3 GPA, and a declared FLL major with a course of study in German at the undergraduate level may apply to the German, MA program before beginning of their junior year. Once admitted, up to 12 hours of graduate-level German courses double count toward both the Foreign Languages and Literature degree and the MA in German. Students typically complete their two degrees in only five years at The University of Alabama.

Graduate School information on the Accelerated Master's Program (p. 13).

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. 18).

Student Progress Requirement

Graduate School information on Student Progress (p. 204).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information for the Application for Graduation (p. 18).

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 Top French Culture Civilizatn	
FR 535 Bande Dessinée	
FR 555 Quebecois 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 Top French Culture Civilizatn	
FR 535 Bande Dessinée	
FR 555 Quebecois 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	
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. 18)

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. 18).

Student Progress Requirement

Graduate School information on Student Progress (p. 204).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information for the Application for Graduation (p. 18).

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 (.mp4 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 Methods/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
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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	Quebécois 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
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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
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19th Century Latin American

SP 516	19th C Span Amer Lit
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20th-21st Century Latin American

SP 538	Spanish American Short Story
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U.S. Latinx Studies

SP 689	Sem Spanish-American Lit (Any relevant topic.)
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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. 23).

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.

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. 23).

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. 18).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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. 488) section.

- Majors
 - Music, MM (p. 360)
 - Music, DMA (p. 357)
 -

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 0.5-1

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](#)

Faculty**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

Music, DMA

The School of Music offers the Doctor of Musical Arts (DMA) in conducting (wind & choral), composition, and performance.

Admission Requirements

The student's plan of study for the DMA degree must be approved by the School of Music and the Graduate School by the time the student completes 30 graduate semester hours of UA and/or transfer course work.

The Master of Music 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 15-20 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 music history/literature, music theory, and writing skills. Any required course or other work specified as a result of deficiencies revealed in these examinations must be removed by the end of the first fall semester after matriculation. A schedule of remediation will be determined by appropriate faculty and the director of graduate studies in music and may include enrollment in MUS 595 Graduate Theory Review, MUS 591 Readings in Music History, or MUS 510 Advanced Arranging. Students may not earn graduate credit in theory or history until all deficiencies in the respective areas have been removed.

See the Admission Criteria section of this catalog for more information.

Degree 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: 7 hours

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.

Individual area degree outlines

Complete descriptions of the program in each area of specialization for the DMA are contained in the Graduate Handbook of the School

of Music ; this may be secured by contacting the director of graduate studies in music or may be viewed on the School of Music Web page.

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for

those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

Music, MM

The School of Music offers the Master of Music (MM) in composition (arranging emphasis option), conducting (wind & choral), musicology, performance, and theory.

Requirements for Admission

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.

All students must take examinations in music history and music theory prior to initial registration. Any required courses or other work specified as a result of deficiencies revealed in these examinations must be completed by the end of the first fall semester after matriculation. A schedule of remediation will be determined by appropriate faculty and the director of graduate studies in music and may include enrollment in MUS 595 Graduate Theory Review and/or MUS 591 Readings in Music History. Students may not earn graduate credit in theory and 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.

Degree 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 Study In Mus must be taken in the first fall semester of enrollment.

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.

A minimum of 33 semester hours of graduate work is required to complete any MM degree.

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

Department of Physics and Astronomy

- Majors
 - Physics, MS (p. 365)
 - Physics, PhD (p. 370)

Chair

- Patrick R. LeClair

Graduate Director

- Conor Henderson

Professors

- Benjamin Harms
- Raymond E. White III
- William Keel
- Gary Mankey
- Tim Mewes
- Andreas Piepke
- Sanjoy Sarker
- Rainer Schäd
- Ion Stancu
- Allen Stern

Associate professors

- Conor Henderson
- Jimmy Irwin
- Claudia Mewes

- Nobuchika Okada
- Paolo Rumerio
- Dean Townsley
- Dawn Williams

Assistant professors

- Paulo Araujo
- Jeremy Bailin
- Adam Hauser
- Matthias Kaminski
- Preethi Nair
- Igor Ovstrovskiy
- Georg Schwiete
- Wang-Kong Tse

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](#)

Faculty

Chair

Patrick R. LeClair

Graduate Director

Conor Henderson

Professors

Benjamin Harms

Raymond E. White III

William Keel

Gary Mankey

Tim Mewes

Andreas Piepke

Sanjoy Sarker

Rainer Schad

Ion Stancu

Allen Stern

Associate professors

Conor Henderson

Jimmy Irwin

Claudia Mewes

Nobuchika Okada

Paolo Rumerio

Dean Townsley

Dawn Williams

Assistant professors

Paulo Araujo

Jeremy Bailin

Adam Hauser

Matthias Kaminski

Preethi Nair

Igor Ovstrovskiy

Georg Schwiete

Wang-Kong Tse

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 or theoretical areas. Experimental programs include magnetic materials, high-energy physics, materials science, observational extragalactic astronomy, and particle astrophysics. Theoretical programs include condensed matter, elementary particles, atomic and molecular physics, extragalactic astronomy, 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	Digital 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/Applictn 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. 18).

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. 13).

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. 18).

Student Progress Requirements

Students who are supported on assistantships are subject to semester and annual reviews to evaluate progress, with their support being discontinued in the case of insufficient progress. Generally assistantships for master's study are not provided beyond 2 years after entry, and may be discontinued earlier if it is unlikely the degree will be completed before then.

Note that the general Academic Policies: Scholastic Requirements (p. 204) 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. 206).

Academic Grievances Information

See General Information: Grievance Procedure (p. 219).

Scholastic Requirements

See general Academic Policies: Scholastic Requirements (p. 204).

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. 18).

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity,

each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

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:		
Electives		18
PH 597 or AY 597	Physics Seminar (Taken every semester in residence) Astrophysics Seminar	1
Dissertation Research		24
Total Hours		73

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 condensed 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 Scholastic Requirements (p. 204) 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	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	Quantum Well Elec & Devices	
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. 23).

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. 23) 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. 23). 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. 23).

Continuous Enrollment Policy

See requirements concerning Continuous Dissertation or Document Registration in the general Academic Policies section (p. 23).

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. 23).

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. 23).

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. 206).

Academic Grievances Information

See general section on Grievance Procedures. (p. 219)

Scholastic Requirements

See general Academic Policies section on Scholastic Requirements (p. 204).

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. 23).

Department of Political Science

- Majors
 - Political Science, MA (p. 373)
 - Political Science, PhD (p. 377)
 - Public Administration, MPA (p. 384)

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 0.5-1.5

This course covers information on teaching, research, and the profession of political science.

PSC501 Departmental Seminar II

Hours 0.5-1.5

This course covers information on teaching, research, and the profession of political science. A continuation of PSC 500.

View All Courses

Faculty

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

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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

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. Applications for the M.A. program are considered year-round.

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
- GRE score of 300 (verbal + quantitative) or greater for regular admission.

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 three 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 two minor fields. They also choose between two study plans: Plan I (thesis process requirement) and Plan II (non-thesis process requirement).

MA Curriculum (Plan I) Hours

Required Courses

Major field: 9 credit hours (4 courses)-core course required

1st Minor: 6 credit hours (2 courses)-core course required

2nd Minor: 6 credit hours (2 courses)-core course required

Methods: 6 credit hours (2 courses)

PSC 521 Research Design

PSC 500 Departmental Seminar I

Thesis: 6 credit hours (2 courses)

PSC 599 Thesis Research

Total: 33 credit hours (11 courses)

MA Curriculum (Plan II) Hours

Required Courses

Major field: 12 credit hours (4 courses)-core course required

1st Minor: 6 credit hours (2 courses)-core course required

2nd Minor: 6 credit hours (2 courses)-core course required

Methods: 6 credit hours (2 courses)

PSC 521 Research Design

PSC 522 Quant Methods PSC I

Elective: 3 credit hours (1 course)

Total: 33 credit hours (11 courses)

Transfer Credit

M.A. students may request to transfer a maximum of 12 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 \(p. 18\)](#) 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 in the AMP program may count up to 15 hours of graduate courses toward both the BA and the MA degree. Six hours of graduate PSC courses may be used to meet the BA major requirements; up to 9 additional PSC graduate hours may count as electives to meet the 120-hour requirement for the BA. Requirements to be considered for admission include an overall GPA of at least 3.75 and the completion of 90 hours or more by start date of the graduate program. 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. 13) 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. Comprehensive examinations are administered during the Fall and Spring semesters only. The Director of Graduate Studies determines the dates for Comprehensive Examinations and 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 27 credit hours of course work, 6 credit hours of PSC 599 Thesis Research, a written comprehensive examination in their major field, a thesis, and a final oral examination of the thesis. Plan I students will complete 9 credit hours in the major field, 6 credit hours in the first minor, and credit hours in the second minor. In addition, students must complete PSC 521 Research Design and PSC 522 Quantitative Methods I as well as the core seminar in their major field and two minor fields.

Plan II

Students who choose Plan II will complete 33 credit hours of course work and a written comprehensive examination in their major field. Students will complete 12 credit hours in the major field, six credit hours in the first minor, and six credit hours in the second minor. In addition, students must complete PSC 521 Research Design and PSC 522 Quantitative Methods I as well as the core seminar in their major field and two minor fields.

Time Limits for Degree Completion Requirements

MA students typically complete the degree in two years.

Refer to the Graduate School [Master's degree requirement \(p. 18\)](#) 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 .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. 206) for more information.

Academic Grievances Information

Refer to the Graduate School [academic grievance procedure \(p. 219\)](#) for more information.

Scholastic Requirements

Refer to the Graduate School [scholastic requirements \(p. 204\)](#) 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 \(p. 18\)](#) page for more information.

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

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. Applications for the PhD program are considered year-round.

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
- GRE score of 300 (verbal + quantitative) or greater for regular admission.

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 three 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 51 credit hours of graduate coursework. Students will designate one field as the major field of study and the other two as minor fields. At least 18 hours above the bachelor's degree (including transferred credit) must be in the major

field, 12 hours in first minor field, and 9 hours in the second 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.

PhD Curriculum	Hours
Major field: 18 credit hours (6 courses)-core course required	
1st Minor: 12 credit hours (4 courses)-core course required	
2nd Minor: 9 credit hours (3 courses)-core course required	
Methods: 9 credit hours (3 courses)	
Elective: 3 credit hours (1 course)	
Total: 51 credit hours (17 courses)	

Transfer Credit

PhD students may request to transfer a maximum of 25 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. 23) page for more information.

Doctoral Plan of Study Requirement

Refer to the Graduate School Doctoral degree requirements (p. 23) page for more information.

Comprehensive Exams

These examinations will be taken in two fields of Political Science: the student's major field of study and the first minor field. Students are eligible to take comprehensive exams no earlier than the last semester of their required coursework, and when they have completed not less than two full years of graduate study. Students may take comprehensive examinations in their major and minor fields in different semesters, but no later than one semester after completion of their course work.

Comprehensive examinations are administered during the Fall and Spring semesters only. The Director of Graduate Studies determines the dates for Comprehensive examinations and 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

A foreign language is required of PhD students if appropriate to the student's research interests, as determined by relevant faculty in the student's major field of study. This determination shall be made prior to the completion of 18 hours in residence in the Ph.D. program. Students may, with approval of the Graduate Studies Committee, substitute foreign language for the PSC 621 requirement.

Admission to Candidacy Requirements

Students who have fulfilled the course requirements and passed the comprehensive examinations in their major field and first 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 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 three hours of PSC 699 Dissertation Research.

Refer to the Graduate School Doctoral degree requirements (p. 23) page for more information.

Dissertation Requirements

The dissertation must represent original research and constitute a contribution to knowledge in the discipline. A minimum of twenty-four credit hours of PSC 699 Dissertation Research is required for the PhD. PhD candidates should consult regularly with their dissertation committee chair regarding their proposed dissertation topic, including whether the dissertation will follow the three article-style format or the traditional dissertation format.

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. The chair of the dissertation committee must be a full (i.e. tenured) member of the Graduate Faculty. 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 their completed dissertation prospectus to their dissertation committee chair as soon as possible after they advance to candidacy, but no later than two semesters after successful completion of the comprehensive examinations. 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 eight-year period (24 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 seven years (21 fall, spring, and summer semesters).

Refer to the Graduate School Doctoral degree requirements (p. 23) page for more information.

Student Progress Requirement

During their course work, PhD students are required to meet with the Director of Graduate Studies prior to registering for classes each semester. For a first-year review, all faculty who taught a first-year PhD student assess the strengths and weaknesses of the student. The Graduate Studies Committee discusses the first-year student reviews and provides written feedback to the PhD student.

PhD candidates should make a concentrated effort to defend the dissertation prospectus within 1-2 semesters after comprehensive exams. They should also complete the dissertation within one calendar year after the successful prospectus defense.

Additional Academic Requirements

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 .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

Refer to the Graduate School academic misconduct policy (p. 7) for more information.

Withdrawals and Leave of Absence Information

Refer to the Graduate School withdrawals and leave of absence policy (p. 206) for more information.

Academic Grievances Information

Refer to the Graduate School academic grievance procedure (p. 219) for more information.

Scholastic Requirements

Refer to the Graduate School scholastic requirements (p. 204) 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. 23) page for more information.

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. 765) 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 Doctor of Education (EdD) requires a minimum of two years of graduate study beyond the master's degree for the completion of the EdD program. The student is required to complete 60 semester hours in approved graduate coursework research beyond the master's degree, or 90 semester hours of approved graduate courses, and to defend a dissertation. The student must complete a minimum of 12 hours of dissertation research. In the College of Education (p. 488) section of the Graduate Catalog, there are specific regulations governing the EdD 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. 356) section of the Graduate Catalog.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) (p. 730) 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.

Transfer of Credit

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 if approved by the department and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

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.

There are two options for possible transfer of graduate credit at the doctoral level.

1. All doctoral programs: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from another institution if the credit was in-field and was earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA doctoral program. Revalidation (recertification) of credits more than 18 semesters old at the time of admission to a doctoral program is not an option. Only courses in which a student earned a "B" grade or better may be transferred. Under this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School.
2. PhD Programs Only: A student holding an earned, in-field master's degree may request approval for up to 24 hours of credit to be applied to the PhD. 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 PhD degree. When exercising this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School. The requested transfer credit hours must be listed on the PhD Plan of Study as MSC501 under the transfer credit section. If the in-field master's degree was awarded *more than six years prior to admission to the current doctoral degree program*, the graduate program director or department head/chair must also submit to the Graduate School for evaluation, a Field-Related Employment Since Earning Master's Degree form with the student's CV must be submitted by the department through the UA DocuSign system in myBama. In addition, the department is asked to provide the following, attached to the approved Plan of Study :
 - a. An annotated work history from the student. This history should include job titles and major duties for all positions since earning a master's degree.
 - b. A brief paragraph from the corresponding faculty member, attesting that he/she has reviewed the work history and how that work applies to the current Ph.D. degree program.

The Graduate School will make the final determination about whether up to 24 prior master's hours can be applied to the Ph.D. requirements.

PhD awarding departments that want to participate in offering Option 2 to their doctoral students, need to "opt in" by informing the graduate dean in writing that they wish to be among the approved departments.

Consideration of transfer of credit or the acceptance of an earned master's degree as credit toward a PhD program is subject to a final decision by the Graduate School. In either case the student must ensure that the Graduate School has an official transcript of all credit involved. This will ensure that the student and advisor are fully aware of course hours needed when submitting the required Plan of Study, which must be submitted by the time the student completes 30 hours of transfer plus UA coursework. Planning to transfer courses in the final semester typically will delay graduation.

Please note that some departments allow fewer than 24 hours of graduate transfer credit. Be sure to check with your department's

graduate coordinator regarding your department's transfer policy. Dissertation Research (699) may not be transferred in from an outside institution.

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).

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.

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

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.

The PhD, DMA, and DSW Plans of Study are submitted by the department through the UA DocuSign system in myBama. The Plan of Study for other doctoral programs (Ed.D., DNP) are available from the student's department, college, or school. 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.

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 through the UA DocuSign system in myBama.

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 may enroll 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 may be formed early in the dissertation research process, or shortly before the dissertation proposal is approved. It is expected that the committee will be formed and approved 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. [Click here for instructions on the process of establishing the committee.](#)

The committee must consist of at least five members. 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.

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; 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 instructor, assistant professor, associate professor, or professor).

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 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 in A Student Guide to Preparing Electronic Theses and Dissertations, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email gradschool@ua.edu 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.

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.

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

The dissertation defense is the culminating experience in the doctoral program. The Dissertation Chair and the student will coordinate with all committee members to choose a time, date, and location for the dissertation defense. 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 regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

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. For a defense to be successful, the majority of the committee must approve the dissertation and the defense.

The results of the dissertation defense must be reported to the Office of the Graduate School by submitting the Committee Acceptance Form at least six weeks before the Fall/Spring commencement, or five weeks before the Summer commencement, at which the degree is to be conferred. The Committee Acceptance Form, submitted by the department through the UA DocuSign system and found in myBama, confirms that a majority of the dissertation committee has approved the written dissertation and oral defense.

Any changes made to the manuscript after the defense must be approved by the Dissertation Chair. The student must submit the final dissertation to the Graduate School, and 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 Dissertation Submission and Approval

Following a successful dissertation defense (see "Dissertation Defense" for details), any edits agreed upon during the defense must be incorporated into the manuscript, and the Dissertation 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 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.

The dissertation, in its final form, must be received in the Graduate School within 60 days of the dissertation defense. If this deadline is not met, the Dissertation Chair may require the candidate to schedule a second dissertation defense. Note that this 60-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's homepage. Consult the Graduate School's dissertation site for additional details of the electronic submission process, including information on exactly what needs to be submitted to the Graduate School. At the stage of the Graduate School review of the manuscript, additional revisions may be required, to ensure that the final manuscript conforms to all formatting and editing standards. The graduate dean must approve the dissertation before the student can be cleared for graduation.

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.

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 integrates 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 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 Administration	3
PSC 562 Public Personnel Admin	3
PSC 662 Organization Theory	3
PSC 664 Public Policy Analysis	3
PSC 665 Local Government Administration	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.

Scholastic Requirements

Refer to the Graduate School scholastic requirements 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.

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

Department of Psychology

- Major
 - Psychology, MA (p. 390)
 - Psychology, PhD (p. 390)

NOTE: The MA is earned en route to the PhD.**Interim Chair**

- Rebecca S. Allen

Director of Graduate Studies

- Kristina McDonald

Professors

- Rebecca Allen
- Fran Connors
- Crystal Dillard
- Rajesh Kana
- Randall Salekin
- A. Lynn Snow
- Laura Stoppelbein
- Susan White

Associate professors

- Sheila Black
- Jennifer Cox
- Ansley Gilpin
- Andrea Glenn
- James Hamilton
- William Hart
- Matthew Jarrett
- Kristina McDonald
- Jeffrey Parker
- Beverly Roskos
- Karen Salekin
- Theodore Tomeny
- Alexa Tullett
- Bradley White

Assistant professors

- Lisa Beck
- Matthew Cribbet
- Craig Cummings
- Jeanne Cundiff
- Megan Davis
- Katie Garrison
- Heather Gunn
- Erin Harrell
- Caitlin Hudac
- Lauren Kois
- Ian McDonough
- Sara Stromeyer
- Mengya Xia

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

Hours 1-3

Selected supervised readings.

PY591 Seminar In Py Grad

Hours 3

In-depth examination of a selected contemporary psychological area. Different sections offered each semester. Section descriptions are available at registration.

[View All Courses](#)

Faculty**Interim Chair**

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Katie Garrison

Heather Gunn

Erin Harrell

Caitlin Hudac

Lauren Kois

Ian McDonough

Sara Stromeyer

Mengya Xia

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.

Admission Requirements

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.

Applications for admission to graduate study must be accompanied by Graduate Record Examination (GRE) general test scores (the advanced section is recommended for clinical applicants). Admission is competitive and is influenced by the overall quality of the applicant's record, including grades, GRE scores, letters of recommendation, past experience, and match between the students and faculty interests. The application deadline is December 1 for the clinical psychology program and December 15 for the experimental psychology program. Complete applications must be received by these deadlines to ensure full consideration for admission for the following term.

See the Admission Criteria section of this catalog for more information.

Degree Requirements

Students earn the MA degree en route to the PhD (p. 390). 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 607 Research Methods Psych	3
Required Major Course Options	12
PY 600-699	
Thesis Course	
PY 599 Thesis Research	6
Total Hours	24

Psychology, Ph.D.

Admission Requirements

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.

Applications for admission to graduate study must be accompanied by Graduate Record Examination (GRE) general test scores (the

advanced section is recommended for clinical applicants). Admission is competitive and is influenced by the overall quality of the applicant's record, including grades, GRE scores, letters of recommendation, past experience, and match between the students and faculty interests. The application deadline is November 15 for both the clinical psychology program and the experimental psychology program. Complete applications must be received by these deadlines to ensure full consideration for admission for the following term. Deadlines for letters of recommendation are 2 weeks after the application deadlines.

See the Admission Criteria section of this catalog for more information.

Degree Requirements

Students earn the MA degree (p. 390) en route to the PhD, and they are required to follow Plan I.

The student's PhD Plan of Study 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; otherwise, a "hold" may be placed on future registration. The minimum number of credit hours required for the PhD in psychology varies by concentration. All 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 each of the clinical and experimental focused areas of study also complete advanced coursework in their area of study. More detailed information is available at the Department of Psychology website.

Psychology PhD Requirements

Code and Title	Hours
General Psychology Core	
PY 650 Cognition And Learning	3
PY 629 Biological Bases of Behavior	3
Select two of the following: ¹	6
PY 670 Perception And Action	
PY 652 Affect & Lifespan Dev. Psych	
PY 672 Adv Social Psychology	
PY 671 History/Systems In Psych	
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:	
PY 604 Multivariate Methods Analysis	
PY 659/BER 558 Psychometrics	
BER 646 Structural Equation Modl	
approved alternative	
PY 614 Categorical Data Analysis	3
PY 616 Multilevel Modeling	3
Advanced Coursework as applicable ²	
Clinical Core (required for clinical only)	
PY 695 Teaching Of Psychology	3
Advanced Coursework in Student's Focused Area of Study	
Thesis and Dissertation Hours	
PY 599 Thesis Research	6

PY 699	Dissertation Research	24
Total Hours		60

Footnotes

- ¹ some focused areas of study require a specific course from this set
- ² see details at the Psychology website

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. 765) 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 Doctor of Education (EdD) requires a minimum of two years of graduate study beyond the master's degree for the completion of the EdD program. The student is required to complete 60 semester hours in approved graduate coursework research beyond the master's degree, or 90 semester hours of approved graduate courses, and to defend a dissertation. The student must complete a minimum of 12 hours of dissertation research. In the College of Education (p. 488) section of the Graduate Catalog, there are specific regulations governing the EdD 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. 356) section of the Graduate Catalog.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) (p. 730) 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.

Transfer of Credit

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 if approved by the department and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

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.

There are two options for possible transfer of graduate credit at the doctoral level.

1. All doctoral programs: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from another institution if the credit was in-field and was earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA doctoral program. Revalidation (recertification) of credits more than 18 semesters old at the time of admission to a doctoral program is not an option. Only courses in which a student earned a "B" grade or better may be transferred. Under this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School.
2. PhD Programs Only: A student holding an earned, in-field master's degree may request approval for up to 24 hours of credit to be applied to the PhD. 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 PhD degree. When exercising this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School. The requested transfer credit hours must be listed on the PhD Plan of Study as MSC501 under the transfer credit section. If the in-field master's degree was awarded *more than six years prior to admission to the current doctoral degree program*, the graduate program director or department head/chair must also submit to the Graduate School for evaluation, a Field-Related Employment Since Earning Master's

Degree form with the student's CV must be submitted by the department through the UA DocuSign system in myBama. In addition, the department is asked to provide the following, attached to the approved Plan of Study :

- a. An annotated work history from the student. This history should include job titles and major duties for all positions since earning a master's degree.
- b. A brief paragraph from the corresponding faculty member, attesting that he/she has reviewed the work history and how that work applies to the current Ph.D. degree program.

The Graduate School will make the final determination about whether up to 24 prior master's hours can be applied to the Ph.D. requirements.

PhD awarding departments that want to participate in offering Option 2 to their doctoral students, need to "opt in" by informing the graduate dean in writing that they wish to be among the approved departments.

Consideration of transfer of credit or the acceptance of an earned master's degree as credit toward a PhD program is subject to a final decision by the Graduate School. In either case the student must ensure that the Graduate School has an official transcript of all credit involved. This will ensure that the student and advisor are fully aware of course hours needed when submitting the required Plan of Study, which must be submitted by the time the student completes 30 hours of transfer plus UA coursework. Planning to transfer courses in the final semester typically will delay graduation.

Please note that some departments allow fewer than 24 hours of graduate transfer credit. Be sure to check with your department's graduate coordinator regarding your department's transfer policy. Dissertation Research (699) may not be transferred in from an outside institution.

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).

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.

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

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.

The PhD, DMA, and DSW Plans of Study are submitted by the department through the UA DocuSign system in myBama. The Plan of Study for other doctoral programs (Ed.D., DNP) are available from the student's department, college, or school. 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.

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 through the UA DocuSign system in myBama.

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 may enroll 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 may be formed early in the dissertation research process, or shortly before the dissertation proposal is approved. It is expected that the committee will be formed and approved 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. Click here for instructions on the process of establishing the committee.

The committee must consist of at least five members. 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.

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; 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 instructor, assistant professor, associate professor, or professor).

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 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 in A Student Guide to Preparing Electronic Theses and Dissertations, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email gradschool@ua.edu 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.

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.

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

The dissertation defense is the culminating experience in the doctoral program. The Dissertation Chair and the student will coordinate with all committee members to choose a time, date, and location for the dissertation defense. 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 regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

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. For a defense to be

successful, the majority of the committee must approve the dissertation and the defense.

The results of the dissertation defense must be reported to the Office of the Graduate School by submitting the Committee Acceptance Form at least six weeks before the Fall/Spring commencement, or five weeks before the Summer commencement, at which the degree is to be conferred. The Committee Acceptance Form, submitted by the department through the UA DocuSign system and found in myBama, confirms that a majority of the dissertation committee has approved the written dissertation and oral defense.

Any changes made to the manuscript after the defense must be approved by the Dissertation Chair. The student must submit the final dissertation to the Graduate School, and 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 Dissertation Submission and Approval

Following a successful dissertation defense (see "Dissertation Defense" for details), any edits agreed upon during the defense must be incorporated into the manuscript, and the Dissertation 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 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.

The dissertation, in its final form, must be received in the Graduate School within 60 days of the dissertation defense. If this deadline is not met, the Dissertation Chair may require the candidate to schedule a second dissertation defense. Note that this 60-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's homepage. Consult the Graduate School's dissertation site for additional details of the electronic submission process, including information on exactly what needs to be submitted to the Graduate School. At the stage of the Graduate School review of the manuscript, additional revisions may be required, to ensure that the final manuscript conforms to all formatting and editing standards. The graduate dean must approve the dissertation before the student can be cleared for graduation.

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.

Department of Religious Studies

- Major
 - Religion in Culture, MA (p. 397)

Chair

- Russell T. McCutcheon

Graduate Director

- Steven Ramey

Administrative Secretary

- LeCretia Crumpton

Professors

- Steven L. Jacobs
- Russell T. McCutcheon
- Steven Ramey
- K. Merinda Simmons
- Theodore L. Trost

Associate Professors

- Michael Altman
- Daniel Levine
- Nathan Loewen
- Vaia Touna

Assistant Professors

- Richard Newton
- Edith Szanto
- Jeri Wieringa

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](#)

Faculty

Chair

Russell T. McCutcheon

Graduate Director

Steven Ramey

Administrative Secretary

LeCretia Crumpton

Professors

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Richard Newton

Edith Szanto

Jeri Wieringa

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 when a student is accepted into the program, making the **statement of purpose** a crucial element of the application process, inasmuch as it is the primary means by which the graduate committee determines whether there is sufficient

overlap of faculty expertise with incoming students' interests and needs. (This assignment 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.

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.

Journal Group

Attended by REL graduate students and faculty, an academic reading group meets twice each semester. Each session is led by a second-year MA student and features discussion of a current peer-reviewed journal article relevant to that student's research interests.

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. Merinda Simmons (merinda.simmons@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 REL 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 REL 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 Courses ¹	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
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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. 18) of the Graduate Catalog.

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. 18) 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. 206) 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. 219) of the Graduate Catalog.

Scholastic Requirements

Scholastic requirements to maintain academic standing are available in the Scholastic Requirements section (p. 204) 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. 18) of the Graduate Catalog.

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity,

each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

Department of Theatre and Dance

- Major
 - Dance, MFA (p. 404)
 - Theatre, MFA (p. 406)

Chair

- Sarah M. Barry

Professors

- Sarah M. Barry
- Allison Hetzel
- Donna Meester
- Seth Panitch
- Rita Snyder

Associate professors

- Stacy Alley
- Randy deCelle
- Ping Guo
- Lawrence Jackson
- Bill Martin
- Rebecca Salzer
- Kelley Schoger
- Dominic Yeager

Assistant professors

- Matthew Davis
- Luvada Harrison
- Fenella Kennedy
- Lyndell McDonald
- Alvon Reed
- Matt Reynolds
- Soledad Sanchez
- Matt Stratton

Instructors

- Henry Lewers
- Aidan Nettles
- Jamorris Rivers
- Tiffany Yeager

Graduate Program Director

- Lawrence Jackson, Dance MFA
- Randy deCelle, Theatre MFA

Professors emeriti

- Cornelius Carter
- William Teague

Prerequisites for 500- and 600-level courses: Graduate standing and permission of the instructor

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.

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

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.

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.

[View All Courses](#)

Faculty**Chair**

Sarah M. Barry

Professors

Sarah M. Barry

Allison Hetzel

Donna Meester

Seth Panitch

Rita Snyder

Associate professors

Stacy Alley

Randy deCelle

Ping Guo

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Aidan Nettles

Jamorris Rivers

Tiffany Yeager

Graduate Program Director

Lawrence Jackson, Dance MFA

Randy deCelle, Theatre MFA

Professors emeriti

Cornelius Carter

William Teague

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: Compose a narrative, relating research and movement practice interests to pursuing a degree within the UA program. The essay should situate candidates within the field at the present time, gathering significant details of candidates' previous experience, clarifying their current involvement and interest in dance, and speculating about their future intentions within the field. Reviewers are interested in getting to know something about candidates as dance professionals through this writing: what have you done that has led you here, how do you articulate your aesthetic sensibility, what do you hope to accomplish in your studies?

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 Sample(s): 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.

Writing Sample: The Dance Faculty will review writing samples to determine applicants' potential research and creative interests and to assess their competency as writers. Candidates will submit a substantive piece of writing, one that demonstrates their thoughtfulness and capacity to handle language with fluency. This writing submission must be at least 4 pages double-spaced but no more than 20 pages; this might take the form of a critical review, process paper, or scholarly essay.

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.

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, followed by a scholarly paper and an oral defense of the project and paper.

Code and Title	Hours
STUDIO/CREATIVE/PERFORMANCE (39 credits) Students will choose from the following options, up to 39 credit hours, 6 of which will include DN 540 and DN 541 during the first year, and 3 of which will include DN 595 toward the Capstone project.	39

	Credit Hours Subtotal:	39
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 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 651	Graduate Jazz Technique II-A	
DN 652	Graduate Jazz Technique II-B	
DN 631	Graduate Movement Practice II	
DN 540	Improv and Comp I	
DN 541	Improv and Comp II	
DN 505	Graduate Teaching Practicum	
DN 531	Graduate Movement Practice I	
DN 535	Rhythm, Music and Dance	
DN 640	Collaborative Practice	
DN 650	Creative Process in Dance I	
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 655	Creative Process in Dance II	
DN 595	Capstone Creative Research	
ACADEMIC (15 credits) Students will choose from the following options, up to 15 credit hours, 3 of which will include either DNCA 503 OR DNCA 565 during the first year, 3 of which will include DNCA 570, and 3 of which will include DNCA 595 toward the Capstone project.		15
	Credit Hours Subtotal:	15
DNCA 503	Graduate Teaching Methods	
DNCA 565	Science of Dance Training	
DNCA 570	Research Methods in Dance	
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
	Credit Hours Subtotal:	6
Total Hours		60

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. 18).

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

At the end of the second 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 typically take 1 credit of DN 595 in their 4th semester, 2 credits of DN 595 and 1 credit of DNCA 595 in their 5th semester and 2 credits of DNCA 595 in their 6th and final semester. Students in their 2nd year of the program are required to present work as part of the MFA Dance Concert, typically the first concert of the Spring semester. Students in their final year may present creative work as part of the MFA Dance Concert, or if approved by their committee, at an alternate venue, by the end of February of their final semester. This process may shift dependent upon recommendations from the 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. 18).

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 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 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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.

Theatre, MFA

The Master of Fine Arts degree in theatre has six areas of study:

- 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
- 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).
- 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.

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 60 semester hours of graduate coursework for the degree. 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
TH 551 Hist Of The Theatre I	3
TH 552 Hist Of The Theatre II	3
TH 600 Advanced Practicum I (1st Semester)	1
TH 600 Advanced Practicum I (2nd Semester)	1
TH 601 Advanced Practicum II (3rd Semester)	1
TH 601 Advanced Practicum II (4th Semester)	1
TH 603 Advanced Practicum III (5th Semester)	1
TH 603 Advanced Practicum III (6th Semester)	1
TH 695 Capstone Experience in Theatre	3
TH 600, TH 601, and TH 603 must be taken twice.	
Credit Hours Subtotal:	15

Concentrations

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 Interptn	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 557 Sem Th Hy: American	3
TH 558 American Feminist Theatre	3
TH 570 Theatre 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

Arts Management Concentration

Select 45 hours from the following	Hours
TH 570 Theatre 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 572 Persuasive Communication	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

Arts Management concentration enrollment is capped at six students per year due to limited faculty resources.

Costume Design and Production Concentration

Required courses in concentration (18 hours)	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
TH 535 Presentation for Designers	3
TH 536 Fabric Modification	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
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 570	Theatre 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 643	Teaching Practicum	1-3
TH 690	Independent Study	1-6
TH 698	Research Not Related to Thesis	3

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 or More Hours:

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	Theatre 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

Other courses may be considered for electives as approved by the Area Concentration Head.

Directing Concentration Hours**Select 45 hours from the following**

TH 561	Advanced Directing	3
TH 663	Graduate Directing Studio I	3
TH 664	Graduate Directing Studio II	3
TH 521	Period Decor	3
TH 526	Sound Prod Tech Th Dn	3
TH 554	Seminar Contemp Theatr	3
TH 555	Seminar Th Hy: Classic	3
TH 557	Sem Th Hy: American	3
TH 558	American Feminist Theatre	3
TH 570	Theatre Management	3
TH 582	Playwriting I Seminar	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 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

The program typically accepts one new MFA candidate a year.

Stage Management Concentration Hours**Select 45 hours from the following**

TH 606	Stage Management I	3
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 557	Sem Th Hy: American	3
TH 558	American Feminist Theatre	3
TH 570	Theatre Management	3
TH 582	Playwriting I Seminar	3
TH 602	Internship	1-10
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

The program typically accepts one new MFA candidate in stage management a year.

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. 18).

Comprehensive Exam/Capstone

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. 18).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on the Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

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.

Specialized Master's Programs

- Master of Accountancy
- Master of Science in Applied Statistics
- Master of Science in Business Analytics
- Master of the Arts in Economics
- Master of Science in Finance
- Master of Arts in Management
- Master of Science in Marketing
- Master of Science in Operations Management
- Master of Science in Management Information Systems
- Master of Tax Accounting

Doctor of Philosophy (Ph.D.) Programs

- Accounting
- Applied Statistics
- Economics
- Finance
- Management
- Marketing
- Operations Management

Departments and Programs

Business Administration, MBA (p. 410)

Executive Masters of Business Administration, EMBA (p. 414)

Culverhouse School of Accountancy (p. 416)

Department of Economics, Finance, and Legal Studies (p. 420)

Department of Information Systems, Statistics and Management Science (p. 427)

Department of Management (p. 437)

Department of Marketing (p. 442)

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 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.

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.

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. Course selections for the focused area of study are made with the advice of faculty and staff advisors. 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 area (science, technology, engineering, or mathematics). This program integrates business honors courses with the STEM undergraduate degree and culminates in the MBA program. Students in the STEM MBA program begin the MBA in the summer semester after the completion of their junior year of their undergraduate major. Students will complete another summer semester of MBA courses after finishing their STEM undergraduate degree. Students will then enter a full year of MBA program study 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 in the CREATE MBA program begin the MBA in the summer semester after the completion of their junior year of their undergraduate major. Students will complete another summer semester of MBA courses after finishing their CREATE undergraduate degree. Students will then enter a full year of MBA program study 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

Application Requirements

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Applicant interview
- A resume
- 3 letters of recommendation
- Test Scores
 - Traditional MBA: Minimum GMAT of 500 or a minimum GRE of 300 (verbal + quantitative)

- STEM/CREATE MBA - Minimum GMAT of 600 or a minimum GRE of 305 (verbal + quantitative)
- A TOEFL score of at least 100 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)

See the Admission Criteria section of this catalog for more information.

Application Deadlines

Traditional Full-Time MBA

- October 15: 1st round deadline
- January 5: 2nd round deadline
- February 15: 3rd round deadline
- April 15: 4th round deadline
- May 30: 5th round deadline. (Only offered if space remains in the class)

STEM/CREATE Path to MBA

- Deadline: November 15th for all applications
- Term Start: Applicants in the Path program only: Please select the term "Summer" 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. In addition, participation in the Path program as a Freshman through Junior year does not guarantee acceptance to the MBA portion of the STEM/CREATE path program.

Curricular Requirements

The Traditional MBA program requires the completion of 57 credit hours and offers seven (7) focused areas of study: Business Analytics, Cybersecurity, Finance, Financial Risk, Real Estate, Supply Chain & Operations Management, and Strategic Management & Marketing. The Traditional MBA program has 36 credit hours of Core Requirements. The remaining 21 credit hours are related to a focused area of study.

The STEM/CREATE MBA program requires the completion of 51 credit hours and offers four (4) focused areas of study: Business Analytics, Financial Engineering, Real Estate, and Supply Chain & Operations Management. 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.

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	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

Traditional MBA Focused Areas of Study (21 credit hours)

For all FAS listings, required FAS core courses (if any) are listed first, followed by elective course options. Advice of the designated FAS faculty or graduate advisor should be sought in FAS course selections.

Business Analytics

Business Analytics FAS Core 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

Students completing ST 521, ST 522, ST 531, and ST 532 will receive the UA SAS Data Mining Certificate

Business Electives (choose 3 graduate level Business courses) 9

Business Electives - contact Director of MBA Student Services or the BA advisor for course electives approval. Choose courses with an analytics component. Suggested courses include those in Economics, Finance, and Operations Management.

MBA Core Requirements 36

Total Hours 57

Cybersecurity

Cybersecurity FAS Core Courses		Hours
MIS 505	Enterprise Network & Security	3
MIS 561	Applied Cyber Security	3
MIS 563	Behavioral Cyber Security	3
MIS 564	Org. Security Management	3

Cybersecurity FAS Electives (choose 1 course from the list below) 3

Or any 500-level MIS course with faculty advisor approval

MGT 520	Change Management	3
ST 540	Stat Prog & Comp with R	3
ST 560	Statistical Methods	3
OM 525	Effective Quality Management	3
MKT 542	Digital/Social Media Analytics	3

Business Electives (choose 2 graduate level Business courses)

MBA Core Requirements 36

Total Hours 57

Finance

Finance FAS Electives Hours

Finance FAS Electives (choose 4 courses from the list below) 12

FI 505	Corporate Valuation	3
FI 506	Mergers & Acquisitions	3
FI 510	Financial Management	3
FI 512	Money And Capital Mkts	3
FI 514	Investments	3

FI 515	Quantitative Investment Analys	3
FI 522	Bank Administration	3
FI 534	Seminar In Real Estate	3
FI 535	Real Estate Invest & Develpmnt	3
FI 597	Special Topics: Finance	1-6
Business Electives (choose 3 graduate level Business courses with advisor approval)		9
MBA Core Requirements		36
Total Hours		57

Financial Risk

Financial Risk FAS Core Courses		Hours
FI 419	Financial Derivatives	3
FI 515	Quantitative Investment Analys	3
FI 519	Financial Engineering	3
FI 520	Financial Risk Management	3
Financial Risk FAS Electives (choose 1 course from the list below)		3
FI 505	Corporate Valuation	3
FI 506	Mergers & Acquisitions	3
FI 510	Financial Management	3
FI 512	Money And Capital Mkts	3
FI 522	Bank Administration	3
FI 531	International Finance	3
FI 534	Seminar In Real Estate	3
FI 597	Special Topics: Finance	3
Business Electives (choose 2 graduate level Business courses)		6
MBA Core Requirements		36
Total Hours		57

Real Estate

Real Estate FAS		Hours
FI 534	Seminar In Real Estate	3
FI 535	Real Estate Invest & Develpmnt	3
Real Estate Elective (choose 3 courses from the list below)		9
FI 522	Bank Administration	3
FI 597	Special Topics: Finance (RE Financing, RE Appraisal, RE Property MGT)	3
Business Electives (choose 2 courses from the list below)		6
EC 597	Special Topics In Economics (Urban Econ)	3
GBA 515	Effective Negotiations	3
MKT 537	Personal Selling	3
LAW 679	Real Property Security	3
LAW 694	Land Use Planning	3
LAW 766	Real Estate Development	3
CE 563	Construction Cost Estimating	3
CE 567	Constr. Accounting & Finance	3
MBA Core Requirements		36
Total Hours		57

Supply Chain & Operations Management

Supply Chain & Operations Management (SCOM) FAS Core Courses		Hours
OM 517	Supply Chain Modeling & Analys	3
OM 523	Inventory Management	3
OM 527	Purchasing and Sourcing	3
MKT 530	Advanced Marketing Analysis	3
SCOM FAS Electives (choose 3 courses from the list below)		9
OM 522	Production Scheduling Problems	3
OM 525	Effective Quality Management	3
OM 540	Systems Simulation	3
ST 532	Advanced Data Mining	3
ST 561	Applied Design Expermnts	3
MKT 510	Prod Design Marketing Strategy	3
MBA Core Requirements		36
Total Hours		57

Strategic Management & Marketing

Strategic Management & Marketing FAS Core Courses		Hours
MGT 526	Strategic Analytics	3
MGT 552	Project Mgmt & Consulting	3
Strategy FAS Electives (choose 2 courses from the list below)		6
MGT 520	Change Management	3
MGT 531	Employee Recruitment, Selection, and Placement	3
MGT 537	Strategic Human Resources Management	3
MGT 552	Project Mgmt & Consulting	3
MGT 582	New Venture Development	3
MKT 510	Prod Design Marketing Strategy	3
MKT 511	Supply Chain Management	3
MKT 522	Advanced Supply Chain Strategy	3
MKT 530	Advanced Marketing Analysis	3
MKT 531	Consumer Insights	3
MKT 537	Personal Selling	3
MKT 540	Intro to Digital/Social Media	3
MKT 542	Digital/Social Media Analytics	3
MKT 543	Adv Digital and Social Media	3
IBA 560	Adv. Import/Export Strategy	3
Business Electives (choose 3 graduate level Business courses)		9
MBA Core Requirements		36
Total Hours		57

STEM/CREATE Focused Areas of Study (12 credit hours)

For all FAS listings, FAS core courses (if any) are listed first, followed by elective course options. Advice of the designated FAS faculty or graduate advisor should be sought in FAS course selections.

Business Analytics

Business Analytics FAS Core 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

MBA Core Requirements	39
Total Hours	51

Financial Engineering

Financial Engineering FAS Core Courses		Hours
FI 519	Financial Engineering	3
FI 520	Financial Risk Management	3
Financial Engineering FAS Electives (choose 2 courses from the list below)		6
FI 505	Corporate Valuation	3
FI 506	Mergers & Acquisitions	3
FI 512	Money And Capital Mkts	3
FI 515	Quantitative Investment Analys	3
FI 522	Bank Administration	3
FI 572	Financial Econometrics	3
FI 597	Special Topics: Finance	3
MBA Core Requirements	39	
Total Hours	51	

Real Estate

Real Estate FAS Core Courses		Hours
FI 534	Seminar In Real Estate	3
FI 535	Real Estate Invest & Develpmnt	3
FI 597	Special Topics: Finance	3
Real Estate FAS Electives (choose 1 course from the list below)		3
FI 522	Bank Administration	3
FI 597	Special Topics: Finance (RE Appraisal or RE Prop Mgt)	3
EC 597	Special Topics In Economics (Urban Econ)	3
MBA Core Requirements	39	
Total Hours	51	

Supply Chain & Operations Management

Supply Chain & Operations Management (SCOM) FAS Core Courses		Hours
OM 517	Supply Chain Modeling & Analys	3
OM 523	Inventory Management	3
OM 527	Purchasing and Sourcing	3
SCOM FAS Electives (choose 1 course from the list below)		3
OM 522	Production Scheduling Problems	3
OM 525	Effective Quality Management	3
OM 540	Systems Simulation	3
ST 531	Data Mining I	3
ST 532	Advanced Data Mining	3
ST 561	Applied Design Expermnts	3
MKT 510	Prod Design Marketing Strategy	3
MKT 530	Advanced Marketing Analysis	3
MBA Core Requirements	39	
Total Hours	51	

Transfer Credit

Graduate School information on Transfer Credit (p. 18).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

Executive Masters of Business Administration, EMBA

Executive MBA (EMBA) Weekend Program

The University of Alabama's Culverhouse College of Business Executive MBA program brings together successful managers, professionals, and executives across a broad spectrum of industries and job positions to earn the MBA degree. Weekend EMBA 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. In between the monthly in-person sessions, technology is used to support content and instruction for each course. The program is offered in two locations: the Huntsville-based EMBA program generally enrolls in the fall and the Tuscaloosa-based EMBA program generally enrolls in the spring. The program includes an optional international trip/experience

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A resume
- Personal Interview
- A completed admissions questionnaire response document (this replaces the Statement of Purpose requirement)
- The 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 scores requirements for applicants with a GPA below a 3.0 are a GMAT of at least 500 or a GRE of at least 300, or a score in the 50th percentile on the Executive Assessment.
- A 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 ask your recommenders to address these five point in their letters:
 - a. How long have you known the applicant and in what capacity?
 - b. What do you consider the applicant's primary talents or strengths?
 - c. In what area does the applicant need improvement or growth?
 - d. Please discuss your perception of the applicant's potential in a professional environment following the completion of the EMBA Program.
 - e. Please provide further comments that you feel would aid in the evaluation of the applicant.

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 uses case studies, simulations and encourages open debate, discussion, and in-depth projects and presentations. This teaches our professional students to make decisions in the face of conflicting data, complex policies, and intense time and fiscal pressures. The curriculum is 16 courses at 3 credit hours for a total 48 credit hour 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 face-to-face or via conference call or online. Blackboard, an online tool integrated into the curriculum, allows students to interact with classmates and instructors and serves as an online data repository for class materials.

Tuscaloosa Executive MBA		Hours
Term I Courses		
AC 501	Basic Acctg Managrl Finan Cont	3
ST 509	Stat For Business Appl	3
MKT 518	Mkting Mgmt & Decision Making	3
MIS 511	Management Information Systems	3
Term II Courses		
AC 502	Acctng Management Decisions	3
OM 506	Business Spreadsheet Analytics	3
OM 516	Operations Management	3
GBA 515	Effective Negotiations	3
Term III		
FI 504	Financial Management	3
EC 500	Managerial Economics	3

MGT 517	Leadership & Ethics	3
IBA 550	Global Business	1-3
Term IV Courses		
MGT 542	Management Communication	3
GBA 525	Business Policy	3
MGT 597	Special Topics (ENT., INNV, & Growth)	3
OM 517	Supply Chain Modeling & Analys	3
Total Hours		48

Huntsville Executive MBA		Hours
Term I Courses		
AC 501	Basic Acctg Managrl Finan Cont	3
ST 509	Stat For Business Appl	3
MKT 518	Mkting Mgmt & Decision Making	3
MIS 511	Management Information Systems	3
Term II Courses		
EC 500	Managerial Economics	3
OM 516	Operations Management	3
OM 506	Business Spreadsheet Analytics	3
GBA 515	Effective Negotiations	3
Term III Courses		
MGT 517	Leadership & Ethics	3
FI 504	Financial Management	3
MIS 541	Business Analytic Support Sys	3
MGT 597	Special Topics (Entr., Inn., & Growth)	3
Term IV Courses		
MGT 542	Management Communication	3
GBA 525	Business Policy	3
OM 517	Supply Chain Modeling & Analys	3
IBA 550	Global Business	3
Total Hours		48

Transfer Credit

Graduate School information on Transfer Credit (p. 18).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

Culverhouse School of Accountancy

- Majors
 - Accounting, MMA (p. 416)
 - Tax Accounting, MTA (p. 419)
 - Accounting, PhD (p. 417)

Department Chair

- Richard Houston

Director of MAcc Program

- Troy Pollard

Director of MTA Program

- Ed Schnee

Director of Ph.D. Program

- 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](#)

Faculty

Department Chair

Richard Houston

Director of MAcc Program

Troy Pollard

Director of MTA Program

Ed Schnee

Director of Ph.D. Program

Gary Taylor

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

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.

Before admission to the program, students should have completed the following accounting courses or their equivalents:

Code and Title	Hours
AC 310 Fin Rptg & Anyls of Bus Actv I	3
AC 311 Fin Rptg & Anyls Bus Actvts II	3
AC 361 Cost Analysis Planning/Control	3
AC 371 Introduction To Taxation	3
AC 389 Accounting Information Systems	3
AC 432 Intro to Corporate Governance	3
AC 456 Government & Nonprofit Accounting	3
AC 471 Taxation of Business Transactions & Organizations	3

Applicants should contact the program director if they have any questions about equivalent course requirements.

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 (at least one of which should be from an accounting professor)
- GMAT score*

*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

Students must take a minimum of 30 hours of graduate courses, including 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.

Code and Title		Hours
Required Accounting Courses		
AC 512	Adv Financial Reporting/Analys	3
AC 523	Business Valuatn Perform Measm	3
AC 532	Corp Governance Risk Assessmt	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
Elective Hours		9
Students are encouraged to choose elective courses that will help prepare them for their desired career path. Choose from any 500-level course with approval from Accounting coordinator.		
Total Hours		30

Approved Accounting Electives

Code and Title		Hours
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 575	Entrepreneurship In Hes	
EC 500	Managerial Economics	
EC 597	Special Topics In Economics	
FI 504	Financial Management	
FI 505	Corporate Valuation	
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 Human Resources Management	
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	
OM 500	MGT Science & Spreadsheet Mod	
ST 521	Statistical Data Management	
ST 522	Adv Statistical Data Mgt	
AHE 603	College & University Teaching	
RHM 551	Sport Properties and Venue Mgt	
RHM 561	Sports Marketing, Sales, & PR	
KIN 555	Sport Finance	

Transfer Credit

Graduate School information on Transfer Credit (p. 13).

Accelerated Master's Program

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. 13).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.

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

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
- A GRE score with a quantitative score ≥ 162 , a verbal score ≥ 160 , and an analytical writing score ≥ 4.5 , or a GMAT score ≥ 650 .

- A 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)

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
AC 698	Research Colloquim Series (1 credit hour-taken 3 times)	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	3
EC 660	Game Theory	3
EC 670	Econometrics	3
EC 671	Seminar : Econometrics	3
FI 514	Investments	3
MKT 597	Special Topics In Marketing	3
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 552	Applied Regression Analy	3
ST 553	Appld Multivariate Analy	3
ST 560	Statistical Methods	3
PY 603	Advanced Statistics II	3
PY 650	Cognition And Learning	3
PY 670	Perception And Action	3
PY 693	Seminar:Adv General Py	3
Courses not listed above require permission from the student's faculty advisor.		
Dissertation Research Hours (AC 699 - with advisor approval, distributed appropriately throughout the program)		24
Total Hours		72

Transfer Credit Policy

Graduate School information on Transfer Credit.

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. (p. 23)

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. 23).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 18).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

Tax Accounting, MTA

The Master's of Tax Accounting (MTA) degree program is a multidimensional approach to the education of the modern tax specialist. The program develops an understanding of the taxation system and the interrelationships that exist between that system and accounting theory; a basic knowledge of the legal system as it relates to taxation; and the basic tools necessary for research and communication in taxation. Graduates are prepared to research tax, legal and accounting databases related to tax problems and to make tax-related decisions.

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.

Before admission to the program, students should have completed the following accounting courses or their equivalents:

Code and Title	Hours	
AC 310	Fin Rptg & Anyls of Bus Actv I	3
AC 311	Fin Rptg & Anyls Bus Actvts II	3
AC 361	Cost Analysis Planning/Control	3
AC 371	Introduction To Taxation	3
AC 389	Accounting Information Systems	3
AC 432	Intro to Corporate Governance	3
AC 471	Taxation of Business Transactions & Organizations	3

Students who have not taken AC 456 Government & Nonprofit Accounting or its equivalent must take AC 556 Governmental Nonprofit Account in addition to other required coursework.

Applicants should contact the program director if they have any questions about equivalent course requirements.

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 (at least one of which should be from an accounting professor)
- A GMAT score of 500*

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

Students are required to complete a minimum of 30 hours of approved coursework beyond the undergraduate degree. At least 18 of these hours must be in coursework in the major field. A minimum of 24 hours must be taken in courses open only to graduate students, and 15 of these must be in courses in accounting and taxation at The University of Alabama. To receive the master of tax accounting degree, the student 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. The following core courses are required for the MTA degree:

Code and Title	Hours
Required courses	
AC 512 Adv Financial Reporting/Analys	3
AC 534 Fraud & Ethics Risk Management	3
AC 575 Taxn Corp Shareholders	3
AC 576 Adv Corporate Taxation	3
AC 578 Partnership Taxation	3
AC 582 State And Local Taxation	3
AC 593 Res & Communicatn Taxation	3
Approved Electives	
AC 568 Accounting for Income Taxes	3
LAW 641 Tax Procedures	3
LAW 647 Federal Estate And Gift Tax	2
LAW 761 International Taxation	3

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 32

Note: 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. 13).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.

Department of Economics, Finance, and Legal Studies

- Majors
 - Finance, MS (p. 421)
 - Finance, PhD (p. 422)
 -
 - Quantitative Economics, MA (p. 424)
 - Quantitative Economics, PhD (p. 425)
 -

Department Head

- Laura Razzolini

Master's Program Coordinator

- Robert Brooks- Finance
- Gregory Givens- Economics

Ph.D. Program Coordinators

- Sandra Mortal- Finance
- Amanda Ross- 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

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

Faculty**Department Head**

Laura Razzolini

Master's Program Coordinator

Robert Brooks- Finance

Gregory Givens- Economics

Ph.D. Program Coordinators

Sandra Mortal- Finance

Amanda Ross- Economics

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.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- 3 letters of recommendation
- A GPA of 3.5 or greater for regular admission
- A GRE score of at least 320 (verbal + quantitative) or a GMAT score of at least 640

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 (p. 13).

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	

Master's Course List with Focused Areas of Study

The MSF requires 30 hours of coursework.

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

Choose one of the following Focused Areas of Study.**Corporate Finance Focus:**

FI 505	Corporate Valuation	3
FI 506	Mergers & Acquisitions	3
One Finance elective course from list below, or other course with approval.		

Finance Engineering Focus:

FI 519	Financial Engineering	3
FI 520	Financial Risk Management	3
One Finance elective course from the list below, or other course with approval.		

Real Estate Focus:

FI 535	Real Estate Invest & Developmnt	3
FI 534	Seminar In Real Estate	3
One Finance elective course from the list below, or other course with approval.		

Actuarial Science:

FI 450	Loss Models I	3
FI 451	Loss Models II	3
One Finance elective course from the list below, or other course with approval.		

Approved Electives List:

FI 450	Loss Models I	3
FI 451	Loss Models II	3
FI 505	Corporate Valuation	3
FI 506	Mergers & Acquisitions	3
FI 519	Financial Engineering	3
FI 520	Financial Risk Management	3
FI 534	Seminar In Real Estate	3
FI 535	Real Estate Invest & Developmnt	3
FI 572	Financial Econometrics	3
FI 597	Special Topics: Finance	3

Or other elective courses with faculty approval.

Total Hours 30

Transfer Credit

Graduate School information on Transfer Credit (p. 18).

Capstone

Students must successfully pass FI 596 to meet their culminating requirement.

Accelerated Master's Program

Graduate School information on the Accelerated Master's Program (p. 13).

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

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
- A GRE score of at least 320 (verbal + quantitative) or a GMAT score of at least 650

Students 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 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
FI Elective 1		
FI Elective 2		
Choose from the approved electives list below:		
FI 512	Money And Capital Mkts	3

FI 515	Quantitative Investment Analy	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.) 6

Total Hours 54

Footnotes

- The department strongly encourages students take additional Tool classes when choosing their 6 elective course hours.

Research Development Courses **Hours**

FI 698	Research In Finance	3
FI 699	Dissertation Research	18

Footnotes

- Once a student has entered 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. 23).

Doctoral Plan of Study Requirement

Upon completion of the relevant course work, a student must complete the "Plan of Study" form PhD Plan of Study to show the minimum 48 semester hours of course credit and 18 hours of dissertation research credit taken during his/her time at UA.

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. 23).

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. 23).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

Quantitative Economics, MA

The MA program in 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

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A resume
- GRE score of 310 (verbal + quantitative; GMAT not accepted) or greater for regular admission. The quantitative score must be greater than or equal to 160 and verbal score must be greater than or equal to 155.

Students who do not meet these requirements, but who excel in other areas, maybe 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 (p. 13).

The 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.

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

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The 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 Public Policy Economics

Master's 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

Econometrics and Quantitative Focused Area of Study

Required Courses		Hours
ST 540	Stat Prog & Comp with R	3
EC 572 or ST 560	Financial Econometrics Statistical Methods	3

Electives:

Choose one 500-level Statistics elective course with faculty advisor approval.	3
Choose one 500-level EC/ST/CE elective course with faculty advisor approval.	3

Required Core Courses	12
Total Hours	30

Economic Public Policy Focused Area of Study

Required Courses		Hours
Electives:		
Choose any (4) elective courses from the list above.	12	
Required Core Courses	18	
Total Hours	30	

Transfer Credit

Graduate School information on Transfer Credit.

Accelerated Master's Program

Graduate School information on Accelerated Master's Program.

Comprehensive Exam/Capstone

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. 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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

Quantitative Economics, Ph.D.

The Ph.D. program in 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

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A resume
- Three 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

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 597	Special Topics In Economics	3
EC 661	Macroeconomic Theory II	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)	1-6
EC 597	Special Topics In Economics (Behavioral Decision Theory)	1-6
EC 616	Sem Monetary Economics	3
EC 631	Sem Internationl Finance	3
EC 676	Advanced Monetary Policy	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

1. 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

- ^{2.} 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 698 Research In Economics (Prof Development Workshop, at most 18 hours.)	
EC 699 Dissertation Research (at least 18 hours after candidacy)	

Footnotes

- ^{1.} 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 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 circumstance, Economics Ph.D. students are allowed to transfer a credit for a course already taken 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. 23).

Doctoral Plan of Study Requirement

Upon completion of the relevant course, a student must complete the "Plan of Study" form. The Ph.D. Plan of Study must show the minimum 48 semester hours of course credit and 18 hours of dissertation research credit taken during their time at UA.

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 general 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). Student 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, a 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.).

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. 23).

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. 206).

Academic Grievances Information

Graduate School Information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School Information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

Department of Information Systems, Statistics and Management Science

- • Majors
- Applied Statistics, MS (p. 428)
- Applied Statistics, PhD (p. 429)
- Business Analytics, MS (p. 431)
-
- • Management Information Systems, MS (p. 432)
- Operations Management, MS (p. 434)
- Operations Management, PhD (p. 435)
-

Head

- Dr. John Mittenthal

Professors

- Chakraborti, Subha
- Cochran, James
- Dula, Jose
- Gray, Brian
- Hale, David
- Hale, Joanne
- Keskin, Burcu
- Lodree, Emmett
- McManus, Denise
- Melnykov, Volodymyr
- Melouk, Sharif
- Mittenthal, John
- Perry, Marcus
- Raja, Uzma
- Thatcher, Jason

Associate professors

- Barrett, Bruce
- Carter, Michelle
- Johnston, Allen
- Wang, Qin
- Yavuz, Mesut

Assistant professors

- Bott, Gregory
- Chen, Yuanyuan
- Dayarian, Iman
- Freeman, Nick
- Hudnall, Matthew
- Jena, Rishi
- Kim, Youngsoo
- Lee, Danhyang
- Melnykov, Yana
- Parton, Jason
- Saifee, Danish
- Sengul Orgut, Irem

- Spurrier, Gary
- Zhu, Xuwen

Instructors

- Casselman, Brad
- McMillan, Jennifer

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.

Prerequisite(s): MIS 502 co-requisite

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.

Prerequisite(s): MIS 501 co-requisite

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](#)

Faculty

Head

Dr. John Mittenthal

Professors

Chakraborti, Subha

Cochran, James

Dula, Jose

Gray, Brian

Hale, David

Hale, Joanne

Keskin, Burcu

Lodree, Emmett

McManus, Denise

Melnykov, Volodymyr

Melouk, Sharif

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Perry, Marcus

Raja, Uzma

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Kim, Youngsoo

Lee, Danhyang

Melnykov, Yana

Parton, Jason

Saifee, Danish

Sengul Orgut, Irem

Spurrier, Gary

Zhu, Xuwen

Instructors

Casselman, Brad

McMillan, Jennifer

Applied Statistics, MS

Begun over 25 years ago, the Master's of Science in Applied Statistics is a highly respected program at the Manderson Graduate School of Business.

Students in the Master's of Science in Applied Statistics program can utilize the Marilyn A. Hewson Data Analytics Lab, taking advantage of cutting-edge technology in a collaborative environment. Students do not need a business degree to earn an MS in Applied Statistics. The Master of Science degree in Applied Statistics is a flexible program, allowing students to structure courses in a manner that complements their career objectives.

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:

- A resume
- A GRE score of at least 305 or a GMAT score of at least 500

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 M.S. degree in Applied Statistics requires 30 hours to complete. Students can choose a Non-Specific course of study or one of two Specialized Tracks (Statistics or Analytics).

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
Choose the Non-specific Track or the Statistics or Analytics Track		
Total Hours		30

Approved Non-Track Specific Electives

Students who choose the Non-Specific Track, choose 15 hours of electives from the list below.

Non-Track Specific Electives		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
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
OM 500	MGT Science & Spreadsheet Mod	3
Or any other graduate level course with faculty approval.		

Statistics Specific Track

Statistics Track		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
Required Core Classes		15
Total Hours		30
Or other elective courses with faculty approval.		

Analytics Specific Track

Analytics Track		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
Approved Electives: choose 1 class from the list below.		3
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 or Stochastic Processes)	
OM 500	MGT Science & Spreadsheet Mod	
Or other elective courses with faculty approval.		

Required Core Classes.	15
Total Hours	30

Transfer Credit

Graduate School information on Transfer Credit. (p. 18)

Accelerated Master's Program

Information on the Accelerated Master's Program (p. 13).

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. 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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

Applied Statistics, Ph.D.

The PhD program in Applied Statistics is a research intensive program designed for students who demand the depth in 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.

Admission Requirements

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.
- A GRE score of at least 310 (verbal + quantitative, with a quantitative score of at least 160) or a GMAT score of at least 650
- A 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)

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
Elective Courses		21
Dissertation Research Hours (ST 699 - with advisor approval, distributed appropriately throughout the program)		24
Total Hours		72

Approved Electives List

Approved MS & PhD Electives		Hours
MS Level Electives:		
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
PhD Level Electives: must choose two classes from list below.		
ST 615	Theory Of Regression	3
ST 635	Nonparametric Statistics	3
ST 697	Special Topics (Bayesian Inference)	1-6
ST 697	Special Topics (Advanced Design of Experiments)	1-6
ST 697	Special Topics (Advanced Multivariate Analysis)	1-6
ST 697	Special Topics (Current Research Topics)	1-6
Or any other graduate level course with faculty approval		

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. 23).

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. (p. 23)

Comprehensive Exam

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 time the comprehensive exam at the latest, students are expected to find a dissertation advisor.

Admission to Candidacy Requirements

The requirements for advancing to candidacy include:

- Passing the qualifying and comprehensive examination
- Completing all coursework as listed on the approved program of study
- Receiving approval of the dissertation proposal from the dissertation committee.

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. 23).

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. 206).

Academic Grievance Information

Graduate School information on Academic Grievances.

Scholastic Requirements

Graduate School information on Scholastic Requirements.

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation.

Business Analytics, MSBA

The Master of Science Business Analytics (M.S.B.A.) program is an on-campus, full-time program that will prepare students for analytics positions in industry and government to manage data, apply cutting-edge methodologies, use current software, interpret and effectively communicate results, make recommendations, and manage implementations. The M.S.B.A. program will also equip students to continue learning about analytics throughout their careers. It will advance the university by creating an emphasis on the dissemination of knowledge in concentrations in the growing technological world of analytics.

Admissions

This program is designed for recent college graduates with limited or no full-time, post-graduate work experience; however, relevant work experience may also be considered in the application process. The program follows a cohort model with one cohort being admitted each year and starting courses during the summer 1 term. Admission in the fall or spring is not permitted.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Evidence of strong quantitative skills including the completion of an undergraduate introductory statistics course with a letter grade of B or higher

- A resume
- 3 letters of recommendation
- A GPA of 3.3 or better for regular admission
- GMAT or GRE scores at the 60th percentile or greater
- A 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)

For students who do not meet the minimum GPA or GMAT/GRE standards, the M.S.B.A. admissions committee may grant "permission to continue" admission.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Master of Science in Business Analytics program requires 36 credit hours taken over three semesters, beginning in summer and includes the following courses:

Required Courses:		Hours
MIS 501	App Dev Data-Driven Org (Application Development for the Data-Driven Organization)	3
MIS 502	DB Des & Mgt Data-Driven Org (Database Design and Management in the Data-Driven Organization)	3
ST 521	Statistical Data Management	3
ST 522	Adv Statistical Data Mgt	3
ST 531	Data Mining I	3
ST 532	Advanced Data Mining (Applied Statistical Modeling for Analytics)	3
ST 541	App Stat Mod Analytics I (Applied Statistical Modeling for Analytics II)	3
ST 542	App Stst Mod Analytics II	3
ST 580	Analytics Capstone I	3
ST 581	Analytics Capstone II	3
OM 500	MGT Science & Spreadsheet Mod	3
OM 501	Adv App Model & Analysis (Advanced Applied Modeling and Analysis)	3
Total Hours		36

Transfer Credit

Graduate School information on Transfer Credit (p. 18).

Comprehensive Exam/Capstone Requirements

The M.S.B.A program includes a mandatory capstone experiential learning component that spans the last two semesters of the program. 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 on the basis of:

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. 18).

Student Progress Requirement

The M.S.B.A. program follows a cohort model with courses in a single Summer, Fall, and Spring. Courses taken in the Summer serve as prerequisites for courses taken in the Fall and courses taken in the Fall serve as prerequisites for courses taken in the Spring. The Capstone project spans two semesters to provide an experience that is closer to the experience analytics professional will encounter in practice. As a result of these program characteristics:

1. Transfer credits are not considered for M.S.B.A. courses.
2. Students that are unable to complete the Summer courses will not be permitted to continue in the Fall and Spring and must defer until the following year.
3. Students that have to withdraw during the Fall semester can join the next cohort and will not need to retake the Summer courses.
4. If a student has to withdraw during the Spring semester, they would need to retake the seminar class the next Fall to join a current team for the Capstone project.

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

The M.S.B.A program follows a cohort model with courses in a single Summer, Fall, and Spring. Courses taken in the Summer serve as prerequisites for courses taken in the Fall and courses taken in the Fall serve as prerequisites for courses taken in the Spring. The Capstone project spans two semesters to provide an experience that is closer to the experience analytics professional will encounter in practice. As a result of these program characteristics:

1. Transfer credits are not considered for M.S.B.A. courses.
2. Students that are unable to complete the Summer courses will not be permitted to continue in the Fall and Spring and must defer until the following year.
3. Students that have to withdraw during the Fall semester can join the next cohort and will not need to retake the Summer courses.
4. If a student has to withdraw during the Spring semester, they would need to retake the seminar class the next Fall to join a current team for the Capstone project.

Graduate School Information Withdrawals and Leave of Absence.

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

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

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.

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
- A GPA of 3.3 or higher on 4.0 scale for regular admission
- A GRE score of at least 307 (verbal + quantitative) or a GMAT score of at least 580
- A 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)

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 last 60 credit hours.

Accelerated Master's Program (AMP) students must meet the minimum requirements.

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.

Requirement 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
Electives		15
At the sole discretion of the Program Director of MS-MIS, and on a case-by-case basis, a student may eliminate or replace these required courses.		
Total Hours		30

Approved MIS Electives

Elective courses complete the 30 hours of graduate-level credit and may be selected from either Electives list below:

MIS Elective Courses	Hours
At least 9 credit hours selected from any MIS 500-level or MIS 600-level course, unless specifically approved by the MS-MIS Program Director.	

Approved Non-MIS Electives

Non-MIS Electives	Hours	
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. 13).

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. 13).

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 complete 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.

Fieldwork/Practicum/Internship Requirements

This is required as an aspect of the Capstone Project.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 18).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Graduate School information on Graduation information (p. 18)

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 track.

Admissions

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. One letter must be written by an individual holding a graduate degree
- A GRE score of at least 307 or a GMAT score of at least 580
- A grade of B- or higher in Calculus I (The University of Alabama equivalent is MATH 121)
- A 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)

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 Track) 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
Choose either OM (Traditional) or OM (with Decision Analytics Track)		21

Operations Management (Traditional)

OM (Traditional) Required Courses		Hours
OM 517	Supply Chain Modeling & Analys	3
OM 522	Production Scheduling Problems	3
OM 523	Inventory Management	3
OM 527	Purchasing and Sourcing	3
OM 525	Effective Quality Management	3
Approved Electives, choose two		6
AC 506	Concepts Financial Managrl Acc	
EC 500	Managerial Economics	
FI 504	Financial Management	
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	

Or other electives with program coordinator approval.

Required Core Classes	9
Total Hours	30

Operations Management (with Decision Analytics Track)

The Operations Management (with Decision Analytics Track) master's degree combines the prescriptive modeling and analytical skills obtained from the Operations Management program with the data management and data mining skills gained from the SAS-UA Data Mining certification program offered in the Statistics program.

This option consists of 10 courses overall: five from Operations Management and five from Statistics. These 10 courses are organized as follows:

Decision Analytics Track 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)		9
OM 517	Supply Chain Modeling & Analy	
OM 522	Production 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. 18).

Accelerated Master's Program

Information on the Accelerated Master's Program (p. 13).

Comprehensive Exam/Capstone

- The MSOM 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):

- Recognition, identification, and definition of an operational problem or process improvement.
- Selection of appropriate tools and techniques to achieve desired improvement.
- Correct and complete application of tools and techniques to achieve desired improvement.
- 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. 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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

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:

- A resume
- 3 letters of recommendation
- A GRE score of at least 312 (verbal + quantitative) or a GMAT score of at least 600
- A 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)

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 48 course hours and 24 dissertation hours to fulfill graduation requirements. In addition to curriculum hours, students must pass a two-stage qualifying exam.

Required Core Courses:		Hours
OM 517	Supply Chain Modeling & Analy	3
OM 522	Production Scheduling Problems	3
OM 523	Inventory Management	3
OM 524	Mfg Sched & Control Systems	3
OM 540	Systems Simulation	3
OM 600	Linear Program: Theory & Appli	3
OM 601	Stochastic Decision Models	3
OM 602	Nonlinear Modeling and Optimization	3
OM 603	Integer Modeling and Optimization	3
OM 620	Production Management Models	3
ST 554	Math Statistics I	3
Credit Hours Subtotal:		33
Approved Electives		15
OM 527	Purchasing and Sourcing	3
OM 623	Inventory Theory	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		72

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. 23).

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.

Comprehensive Exams

Students must pass a two-stage qualifying exam. The first stage exam, known as the written qualification exam (WQE), occurs at the end of the first year in the program. The WQE measures the student's competency to review, analyze and propose solutions to questions drawn from the coursework in the first year. 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.

Students will be given no more than two attempts to pass these qualification exams depending on their program admission conditions and/or performance on the WQE. In one case, students may have initial admission conditions that require passing these exams on their first attempt. In another case, students using two attempts to pass the WQE may be given only a single opportunity to pass the RQE. In all other cases, students will be given at most two attempts for each one of the exams. Second exam attempts must be scheduled within six months of the initial attempt. 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 upon completion of coursework and successful proposal defense.

Continuous Enrollment Policy

See Graduate School Policy for more information. (p. 23)

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. 23).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

Department of Management

- Majors
 - Management, MA (p. 437)
 - Management, PhD (p. 440)

Department Head

- Lou Marino

Master's Program Coordinator

- Eric Williams

PhD Program Coordinator

- Peter Harms

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.

[View All Courses](#)

Faculty

Department Head

Lou Marino

Master's Program Coordinator

Eric Williams

PhD Program Coordinator

Peter Harms

Management, MA

The Master of Arts in Management is offered in three formats: online, hybrid, and accelerated.

The online format features a concentration in Global Business Management where all classes are offered online. The hybrid format features concentrations in Global Business Management, Human Resources Analytics, and Strategic Innovation, Entrepreneurship, and Growth with classes offered either on campus or online with some courses offered in both formats.

This flexible, online 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. This program is limited to the Global Business Concentration.

The hybrid program is meant to combine on-campus as well as online coursework for residential students. This program features all three concentrations and is meant to prepare students for a variety of positions as managers, as entrepreneurs, or as human resource professionals.

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.

Admissions

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
- A GRE score of at least 300 (verbal + quantitative) or a GMAT score of at least 500. 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.

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 a core of 15 hours which is common across all three concentrations and a 15 hours concentration including one or two elective courses.

Core Courses:		Hours
MGT 517	Leadership & Ethics	3
MGT 537	Strategic Human Resources 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 the 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
Choose any two electives from the list below.		6
Total Hours		15

Approved Electives: choose two (6 credit hours)		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, and Placement	3
MGT 534	Training and Development	3
MGT 538	Workforce Planning	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 511	Supply Chain Management	3
MKT 518	Mkting Mgmt & Decision Making	3
MKT 522	Advanced Supply Chain Strategy	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	1-4
FI 510	Financial Management	3
OM 500	MGT Science & Spreadsheet Mod	3
OM 501	Adv App Model & Analysis	3
OM 506	Business Spreadsheet Analytics	1 to 3
OM 516	Operations Management	3
OM 517	Supply Chain Modeling & Analys	3
OM 522	Production 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 Resource Analytics Concentration is offered only in the hybrid format, or as part of the Accelerated Master's Program

Required Concentration Classes		Hours
MGT 531	Employee Recruitment, Selection, and Placement	3
MGT 534	Training and Development	3
MGT 539	Work Flow Analytics	3
Choose two electives from the list below		6
Credit Hours Subtotal:		15

Approved Electives: Choose two (6 credit hours)		Hours
MGT 512	Management Presentations	3
MGT 520	Change Management	3
MGT 522	Leadership Communication	3
MGT 526	Strategic Analytics	3
MGT 538	Workforce Planning	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 511	Supply Chain Management	3

MKT 518	Mkting Mgmt & Decision Making	3
MKT 522	Advanced Supply Chain Strategy	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	1-4
FI 510	Financial Management	3
OM 500	MGT Science & Spreadsheet Mod	3
OM 501	Adv App Model & Analysis	3
OM 506	Business Spreadsheet Analytics	1 to 3
OM 516	Operations Management	3
OM 517	Supply Chain Modeling & Analys	3
OM 522	Production 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

The concentration is offered only in the hybrid format, or as part of the Accelerated Master's Program

Required Concentration Classes	Hours	
MGT 582	New Venture Development	3
MGT 586	Small Business Consulting	3
FI 504	Financial Management	3
MKT 510	Prod Design Marketing Strategy	3
Choose one elective from the list below		3
Credit Hours Subtotal:		15

Approved Electives: Choose one (3 credit hours)		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, and Placement	3
MGT 534	Training and Development	3
MGT 538	Workforce Planning	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 511	Supply Chain Management	3
MKT 518	Mkting Mgmt & Decision Making	3
MKT 522	Advanced Supply Chain Strategy	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	1 to 3
OM 516	Operations Management	3
OM 517	Supply Chain Modeling & Analys	3
OM 522	Production 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. 13).

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. 13).

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. 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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.

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

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 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 MKT 674 Meas Struct Equatn Model, 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)

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	Research Methods I	3
MGT 691	Research Methods II	3
MKT 674	Meas Struct Equatn Model	3
MKT 688	Quant Modeling in Marketing	3
Elective Courses (with advisor approval)		14
Dissertation Research Hours (MGT 699 - with advisor approval, distributed appropriately throughout the program)		24
Total Hours		72

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. 23).

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 identify 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. Complete required coursework
2. Pass comprehensive exams
3. Successfully defend a dissertation proposal

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 23).

Dissertation Requirements

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. 18).

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. 206)

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

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 Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

Department of Marketing

- Majors
 - Marketing, MS (p. 443)
 - Concentrations in Marketing Analytics, Digital and Social Media, and Professional Sales
 - Marketing, PhD (p. 444)
 -
 -

Department Head

- Kristy Reynolds

Master's Program Coordinator

- Buster Allaway

PhD Program Coordinator

- Carol Jones

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.

MKT511 Supply Chain Management

Hours 3

MKT 511 is a graduate (master's) level counterpart to MKT 411 Supply Chain Management. Its focus is on providing a managerial perspective of best practice supply chain management. The course encompasses the collaborative strategies and planning processes needed to build and manage supply chains for systemic effectiveness and efficiency. It will be offered coterminously with MKT 411 during each spring semester. The target students for MKT 511 are MBA's with marketing concentrations and master of arts (MA) and master of science (MSC) students in marketing. Graduate students in other degree programs may also enroll as an elective for graduate credit.

Prerequisite(s): MKT 518

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](#)

Faculty

Department Head

Kristy Reynolds

Master's Program Coordinator

Buster Allaway

PhD Program Coordinator

Carol Jones

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 specialization), 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 after 90 hours of undergraduate study. This will in many cases allow them to complete both the BA and the MS degree in four years.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A resume
- 2 letters of recommendation
- A GRE score of at least 309 (verbal + quantitative) or a GMAT score of at least 550
- To be considered for admission to the Marketing MS program with a concentration in Marketing Analytics, the requirements are:

- An overall GPA of 3.3
- A GRE score of at least 313 (verbal + quantitative) or a GMAT score of at least 580
- A grade of "B" or higher in undergraduate calculus

It is critical to note that meeting minimums admission requirements simply qualifies applicants for consideration and is not a guarantee of acceptance. If a student meets the minimum admission requirements, then their applications are considered for competitive entry. The average GPA of recently accepted students has been approximately 3.8 with GMAT: 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 595	Client-Based Mkt Consult Proj	3
MKT 596	Capstone Project	3

Approved Non-Concentration Electives: choose 6 courses from the list below.

MKT 510	Prod Design Marketing Strategy	3
MKT 531	Consumer Insights	3
MKT 537	Personal Selling	3
MKT 540	Intro to Digital/Social Media	3
MKT 542	Digital/Social Media Analytics (requires MKT 540 prior)	3
MKT 543	Adv Digital and Social Media (requires MKT 540 prior)	3
Electives		18
Total Hours		30

Digital and Social Media Concentration

The digital and social media marketing specialization 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 Specialization Classes:		
MKT 540	Intro to Digital/Social Media	3
MKT 542	Digital/Social Media Analytics	3
MKT 543	Adv Digital and Social Media	3
Approved Electives: choose 3 classes from the list below.		
MKT 510	Prod Design Marketing Strategy	
MKT 531	Consumer Insights	
MKT 537	Personal Selling	
MKT 538	Sales Management (requires MKT 537 prior)	
MKT 539	Customer Relationship Mgt	

Required Core Classes 12

Or any other 500 level 3 credit hour course with faculty approval.

Total Hours 30

Marketing Analytics Concentration

The Marketing Analytics Specialization involves a heavy curriculum in statistics, including SAS and other programming languages, emphasizing data analysis and data mining. Graduates with this specialization 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 specializing 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 Specialization 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
Electives: choose any two 500-level MKT/IBA courses.		6
Required Core Courses		12
Total Hours		33

Professional Sales Concentration

The Professional Sales Specialization trains students in the personal selling strategies needed to excel at the sales process and manage sales teams as well as how to better work with existing accounts via customer success strategies. This specialization 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 Specialization Courses:		
MKT 537	Personal Selling	3
MKT 538	Sales Management	3
MKT 539	Customer Relationship Mgt	3
Approved Electives: choose 3 courses from the list below.		9
MKT 510	Prod Design Marketing Strategy	3
MKT 531	Consumer Insights	3
MKT 540	Intro to Digital/Social Media	3
MKT 542	Digital/Social Media Analytics ((requires MKT 540 prior))	3
MKT 543	Adv Digital and Social Media ((requires MKT 540 prior))	3
Required Core Courses		12
Total Hours		30

Transfer Credit

Graduate School information on Transfer Credit (p. 13).

Comprehensive Exam/Capstone Project

The Marketing Capstone project takes place in the second half of a two-semester client-centered experiential learning sequence 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. 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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.

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:

- A resume
- 3 letters of recommendation
- A GRE score of at least 300 (verbal + quantitative) or a GMAT score of at least 550. The test score requirement may be waived for those holding a graduate degree at the time of enrollment or those with 5+ years of related work experience

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

Required Courses:		Hours
MKT 518 or IBA 555	Mktng Mgmt & Decision Making Global Market Management	3
MKT 613	Consumer Behavior	3

MKT 674	Meas Struct Equatn Model	3
MKT 690	Theory Development and Use	3
MKT 691	Graduate Seminar In Mkt	3
MGT 690	Research Methods I	3
MGT 691	Research Methods II	3
MGT/MKT Elective		3
Minor Field Electives Courses (with advisor approval)		12
MKT 688	Quant Modeling in Marketing	3
Quantitative Methods Courses		9
Dissertation Research Hours (MKT 699 - with advisor approval; distributed appropriately throughout the program)		24
Total Hours		72

Footnotes

¹. One minor field of study must be selected from within the Manderson Graduate School of Business or in a discipline outside the School that is closely related to the student's major field of study. To satisfy the minor-field requirement, the student must meet the standards set by the program area granting the minor. In general, this means that the student must demonstrate a thorough grasp of the philosophy, methodology, and literature dealing with the minor field. The student must take a minimum of four graduate courses to satisfy the minor-field requirement. Some minor fields require a written comprehensive examination. For applied statistics, the minor-field requirement is replaced by the interdisciplinary field courses.

Transfer Credit

Graduate School information on Transfer Credit (p. 23)

Doctoral Plan of Study Requirement

Graduate School Information on Plan of Study.

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)
- Successfully pass the dissertation proposal

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment Policy (p. 23)

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. 23).

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. 206).

Academic Grievances Information

Graduate School information Academic Grievances (p. 219).

Scholastic Requirements

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 Scholastic Requirements (p. 204).

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. 450)

Department of Communication Studies (p. 454)

Department of Journalism Creative Media (p. 458)

School of Library and Information Studies (p. 463)

Communication Information Sciences (CIS), PhD (p. 473)

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. 473). 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.

CIS602 Colloquium Comm Info Science

Hours 1

The course is part of orientation for all students in the PhD program. It must be taken during the third semester of study. The course is designed to allow doctoral students to learn about research being conducted within the College and to make formal presentations of their own research.

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

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.

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

Hours 3

The examination of a wide range of mediated texts through the intersecting perspectives of cultural, critical and rhetorical analysis.

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

Hours 3

Topics may vary. Study and analysis of the development and management of communication institutions and their place in society. May be repeated.

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 Seminar in Visual Communication

Hours 3

Study and analysis of visual communication in its various forms, intended uses, and potential effects. May be repeated.

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.

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

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.

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

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.

CIS683 Advanced Topics in Media Processes and Effects

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.

CIS684 Advanced Topics in Applied Communication

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.

CIS697 Directed Research

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.

CIS698 Independent Research

Hours 1-3

Study of a topic in librarianship under faculty direction. Not part of dissertation research.

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 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.

Prerequisite(s) with concurrency: None

MC526 Race and Gender in 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

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.

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

Hours 3

Special topics in mass communication theory and research. May be repeated.

Faculty**Dean**

Mark D. Nelson

Senior Associate Dean

Beth S. Bennett

Assistant Dean

Suzanne Horsley

Associate Deans

Kimberly L. Bissell

William Evans

Sara Hartley

Professors

Cory Armstrong
Beth S. Bennett
Andrew C. Billings
Kimberly L. Bissell
Robin Boylorn
Rick Bragg
Margaret D'Silva
Anna Embree
Karla K. Gower
Hyoungkoo Khang
Eyun-Jung Ki
Wilson H. Lowrey
Bharat Mehra
Jamie Campbell Naidoo
Mark D. Nelson
Damion Waymer

Associate professors

Meredith M. Bagley
Laurie Bonnici
Dianne Bragg
Rebecca Britt
Brian Britt
Kenon Brown
Michael Bruce
Heather J. Carmack
George L. Daniels
Darrin Griffin
Jameson Hayes
Suzanne Horsley
T. Lance Kinney
Leah E. LeFebvre
Steven L. MacCall
Mary M. Meares
Jessy Ohl
Elliot T. Panek
M. Scott Parrott
Joshua R. Pederson
M. Chris Roberts
Miriam E. Sweeney
Kristen J. Warner
Jeffrey Weddle

Assistant professors

Matthew Barnidge
A.J. Bauer
Jennifer Becker
Mark Barry
Anneliese Bolland
Courtney Boman-Billey
Nancy Brinson
Adam Sharples Brooks
Sarah Bryant
John Burgess
William Sim Butler
Chandra Clark
Brandon Colvin
Hengyi Fu
Nikita Harris
Steven Holiday
Peter Jensen
Shaheen Kanthawala
Seoyeon Kim
Dimitrios Latsis
Jiyoung Lee
Dongjae Lim
Jessica Maddox
Kaitlin Miller
Landon Palmer
Laura Lemon Petersen
Caroline Parsons
Cynthia C. Peacock
Benjamin Pyle
Robert B. Riter
Sean Sadri
Matthew VanDyke
Alyxandra Vesey
Steven Yates

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. 452)
 -
- Certificates
 - Digital Communication (p. 454)

Chair

- Damion Waymer

Professors

- Karla Gower
- Hyoungkoo Khang
- Eyun-Jung Ki
- Damion Waymer

Associate professors

- Brian Britt
- Kenon Brown
- Jameson Hayes
- J. Suzanne Horsley
- Lance Kinney

Assistant professors

- Mark Barry
- Courtney Boman
- Josh Bramlett
- Nancy Brinson
- Steven Holiday
- Seoyeon Kim
- Jihoon Kim
- Laura Lemon
- Dongjae Lim
- Teresa Tackett
- Matthew VanDyke

Instructors

- Susan Daria
- Jared George
- Teri Henley
- Randall Huffaker
- Mike Little
- Tracy Sims
- Janet Walker
- Jay Waters
- Matthew Wisla

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](#)

Faculty

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Mike Little

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Janet Walker

Jay Waters

Matthew Wisla

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 three concentrations that enable students to develop expertise in three growing areas 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 **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.

Admission Requirements

Please see the following link for Graduate School admission requirements.

See the Admission Criteria section of this catalog for more information.

Degree Requirements

The M.A. in Advertising and Public Relations is a 30-33 (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.

Concentrations

A+PR's M.A. program offers two application-only concentrations that provide expertise in two growing areas of advertising and public relations to prepare students for more specialized jobs, and an online-only concentration designed to train future leaders in global integrated marketing communication.

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 is by application only. Applications are available the spring semester before students begin the program.

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.

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.

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 in Communication	
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).

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 (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		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 (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	Global Market Management	3
MKT 530	Advanced Marketing Analysis	3
MKT 540	Intro to Digital/Social Media	3
APR 524 or APR 525	Reputation Comm Strategy Brand Communication Strategy	3

Total Hours 30

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.

Admission Requirements

Consistent with the Graduate School and Department of Advertising and 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 of 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 and 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.**

Course 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	Hours	Spring	Hours	Summer	Hours
APR 522	3	APR 524 or 525	3	APR 543	3
APR 541	3	APR 542	3		
	6		6		3

Total Hours: 15

Department of Communication Studies

- Major
 - Communication Studies, MA (p. 455)

Professors

- Beth S. Bennett
- Margaret U. D'Silva
- Robert N. Gaines
- Mark D. Nelson

Associate professors

- Meredith Bagley
- Robin M. Boylorn
- Heather Carmack
- Alexa S. Chilcutt
- Darrin J. Griffin
- Mary M. Meares
- Joshua R. Pederson

Assistant professors

- Jennifer Becker
- Anneliese C. Bolland
- Adam Sharples Brooks
- William Sim Butler
- Nikita Harris
- Sara Hartley
- Peter Jensen
- Leah LeFebvre
- Jessy J. Ohl
- Caroline S. Parsons

- Cynthia Peacock
- Benjamin Pyle

Chair

- Margaret U. D'Silva

Adjuncts

- Jane S. Baker
- Brandon Chicotsky
- Dan Mangis

Associate professor emeritus

- Frank M. Thompson, Jr.

Professor emeritus

- Thomas Harris

COM500 Intro Graduate Studies

Hours 1

The primary goal is to orient new graduate students to the expectations and procedures of graduate study in the department. Topics covered include developing the plan of study, thesis prospectus, comprehensive examination, and choosing advisors and committees.

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](#)

Faculty

Professors

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Thomas Harris

Communication Studies, MA Master of Arts in Communication Studies

The master of arts degree program in communication studies is designed to promote understanding of the functions of human communication in its various forms and venues and emphasizes four substantive research areas: rhetoric and political discourse, interpersonal communication, organizational leadership, and communication and culture.

On-campus, students have the opportunity to customize a plan of study to support different interests and career goals, including advanced graduate degree work, teaching, communication consulting, and corporate or nonprofit professional leadership positions. Students have three different options for pursuing their degree:

Academic – for students who wish to fulfill teaching requirements in communication studies or who want to pursue advanced degree work, requiring a comprehensive written examination to demonstrate proficient knowledge in communication studies.

Research – for students who plan to continue their careers in academia and pursue advanced research opportunities, requiring an original thesis project in a specific research area of interest.

Professional – for students who plan to pursue professional careers, requiring the completion of an internship or a professional project and the submission of a final Capstone Portfolio which provides a self-reflective overview of the entire body of course work completed for the degree

The 30-hour degree program has four components:

- 12 hours of core theory courses, a theory course from each of the four areas of scholarly research, to provide a broad basis for understanding human communication
- 12-15 hours of electives in a focused area of study chosen by the student with the approval of a faculty advisor
- 3-6 hours of methods and/or applied research courses
- Completion of a capstone experience - a comprehensive exam, a thesis, or a capstone portfolio

For distance learning students, this degree program can be completed entirely online, choosing either the academic or the professional option and electing the 12-hour emphasis in Organizational Leadership.

Admissions

Applications for main campus admission are reviewed for both fall and spring term entry, though fall entry is encouraged. 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 Dates for Submitting Applications for Admission

The following deadlines are strongly recommended for priority consideration:

- **December 1:** for fall applicants requesting departmental nomination for Graduate School fellowship opportunities
- **February 1:** for fall applicants requesting consideration for departmental assistantships
- **April 1:** for distance learners seeking summer entry
- **May 1:** for main campus applicants seeking fall term entry
- **July 1:** for distance learners seeking fall term entry
- **November 1:** for all applicants seeking spring term entry

Applications received after the recommended dates listed above may still be considered, depending on the availability of space and resources, but are not assured.

See the Admission Criteria section of this catalog for more information.

Admission for Accelerated Master's Program (AMP) in Communication Studies

Available for undergraduates only, the **Accelerated Masters Program** offers majors in Communication Studies the opportunity to earn both a BACIS and an MA, at the University of Alabama, within five years. For the highly motivated and high achieving student, this program offers several distinct advantages:

- Faster, more economical plan of study than earning the two degrees separately
- Richer undergraduate degree experience, fewer unrelated core courses and more courses in the major
- Stronger mentoring relationship with the faculty
- Greater opportunity to develop understanding of the field in preparation for doctoral work

Admission into the program begins, after the completion of 90 semester hours with a 3.3 GPA or better, 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. AMP students in Communication Studies are allowed to count up to 10 hours of coursework dually, toward both the BACIS and the MA. For more information, consult the Graduate School policies.

Curricular Requirements

The Department of Communication Studies uses a *plan of study* for student advising. Graduate students plan their programs of study with their academic advisor, assigned or chosen, during the first semester of coursework. The plan of study must be approved by the academic advisor and filed with the graduate program coordinator by the end of the first semester of coursework. 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. Students may choose one of the following two plan options for completing their degree program:

Plan I: Thesis option

Plan II: Non-Thesis option

- **Academic (Comprehensive Exam) or**
- **Professional (Capstone Portfolio)**

Graduate students in the master of arts degree program in communication studies may choose elective courses to complete their plans of study, with the approval of their academic advisors. A minimum of 24 graduate hours must be completed in the communication studies discipline. All candidates are required to give a public graduate presentation prior to completing the master of arts degree in communication studies.

Plan I: Thesis Requirements

In addition to completing the courses specified below and electives stipulated by their plans of study, students who choose the Plan I option must successfully complete a master's thesis, orally defend that thesis, and have the thesis accepted by the Graduate School.

Code and Title	Hours
Core Theory Requirements	12
Students must successfully undertake one course from each theory area - A, B, C - plus an additional theory course from any one of the three	
A. Rhetoric and Political Discourse	
B. Interpersonal and Organizational Communication	
C. Communication and Culture	
Elective Theory Course (from A, B, or C)	
Methods Requirement	3
COM 548 Sem Rhetorical Criticism or COM 55C Qualitative Research Methods in Communication	
Or approved equivalent methods course	
Elective or Emphasis Coursework	9
To be determined with the approval of one's academic advisor. At least 6 hours must be in COM.	
Research Hours	6
COM 599 Thesis Research	
Total Hours	30

Plan II: Non-Thesis Requirements - Academic (Comprehensive Exam)

All students who choose to complete this option must complete a minimum of 30 hours of graduate coursework, including the courses specified below and others stipulated by their approved plans of study, and pass a comprehensive examination. Taken during the semester in which course requirements for the master's degree are to be completed, the examination is designed to reveal the knowledge gained by the candidate through both required theory and methods courses and elective emphasis courses taken to complete the program, as well as the candidate's ability to express that knowledge in acceptable form. Students must take COM 510 to prepare for the exam and for the exam to be administered. The answers are evaluated by designated departmental

comprehensive examination readers. See current guidelines for the comprehensive examination.

Code and Title	Hours
Core Theory Requirements	12
Students must successfully undertake one course from each theory area - A, B, C - plus one additional theory course from any one of the three	
A. Rhetoric and Political Discourse	
B. Interpersonal and Organizational Communication	
C. Communication and Culture	
Elective Theory Course (from A, B, or C)	
Methods Requirement	3
COM 548 Sem Rhetorical Criticism or COM 550 Qualitative Research Methods in Communication Or approved equivalent methods course	
Elective or Emphasis Coursework	12
To be determined with the approval of one's academic advisor. A minimum of 6 hours must be in COM.	
Required Course	3
COM 510 Comprehensive Exam Prep	
Total Hours	30

Plan II: Non-Thesis Requirements - Professional (Capstone Portfolio)

All students who choose to complete this option must complete a minimum of 30 hours of graduate coursework, including the courses specified below and others stipulated by their approved plans of study. Students who are primarily pursuing professional interests may elect this alternative plan because it requires them to include in their plans of study either COM 598 or COM 590 as professional or practical application of their academic work. Students who choose to pursue this plan must secure permission to do so by submitting a formal proposal to their academic advisor, no later than upon completion of 12 hours of graduate coursework. To complete this plan of study, students are required to submit, at the end of their coursework, a Capstone Portfolio for their advisor's approval.

Code and Title	Hours
Core Theory Requirements	12
Students must successfully undertake one course from each theory area - A, B, C - plus one additional theory course from any one of the three	
A. Rhetoric and Political Discourse	
B. Interpersonal and Organizational Communication	
C. Communication and Culture	
Elective Theory Course (from A, B, or C)	
Methods Requirement	3
COM 548 Sem Rhetorical Criticism or COM 550 Qualitative Research Methods in Communication Or advisor approved equivalent methods course	
Elective or Emphasis Coursework	12
To be determined with the approval of one's academic advisor. At least 6 hours must be in COM.	

Applied Coursework	3
COM 598 Professional Project or COM 590 Internship	
Students must submit an approved Capstone Portfolio during their final semester of the program.	
Total Hours	30

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. 18)

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. 206)

Academic Grievances information

See Graduate School policy for more information

Scholastic Requirements

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. (p. 18)

Plan of Study for Organizational Leadership Emphasis

Organizational Leadership Emphasis	Hours
Organizational Leadership Emphasis (12 hrs)	
COM 555 Conflict and Negotiation	3
COM 560 Group Leadership	3
COM 571 Sem Organizatn Communctn	3
COM 572 Org Assessment/Intervent	3
Communication Studies Theory Core (12 hours)	
COM 525 Gender & Political Comm (or approved equivalent)	3
COM 563 Relational Communication	3
COM 513 or Communication & Diversity	3
COM 575 Tech, Culture, & Human Comm	
COM 561 Human Communication Theory	3

Methods and Application Requirement (6 hours)

COM 550	Qualitative Research Methods in Communication (or approved equivalent)	3
COM 598	Professional Project <small>May elect Comprehensive Exam option & substitute an approved elective</small>	3

Capstone Portfolio: Students will submit a final Capstone Portfolio upon completion of coursework and professional project.

Total Hours **30**

Faculty**Chair**

Margaret U. D'Silva

Professors

Beth S. Bennett

Robin Boylorn

Margaret U. D'Silva

Mark D. Nelson

Associate professors

Meredith Bagley

Heather Carmack

Darrin J. Griffin

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Nikita Harris

Peter Jensen

Caroline S. Parsons

Cynthia Peacock

Benjamin Pyle

Adjunct instructors

Jane Stuart Baker

Dan Mangis

Professor emeritus

Thomas Harris

Associate professors emeriti

Frank M. Thompson, Jr.

Department of Journalism & Creative Media

- Major
 - Journalism & Media Studies, MA (p. 459)
 -

Professors

- Armstrong, Cory
- Billings, Andrew C.
- Bissell, Kimberly
- Bragg, Rick
- Evans, William
- Lowrey, Wilson

Associate Professors

- Britt, Rebecca (Graduate Coordinator)
- Bruce, Michael
- Daniels, George
- Panek, Elliot
- Parrott, Scott
- Roberts, Christopher
- Warner, Kristen J.

Assistant Professors

- Barnidge, Matthew
- Bauer, A.J.
- Bragg, Diane
- Clark, Chandra
- Colvin, Brandon
- Kanthawala, Shaheen
- Lee, Jiyoung
- Maddox, Jessica
- Miller, Kaitlin
- Sadri, Sean
- Vesey, Alyxandra

Affiliate Graduate Faculty

- Arenberg, Thomas
- Anderson, Lars
- Brantley, Chip
- Champion, Maya
- Mayfield, Mark

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 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.

[View All Courses](#)

Faculty**Professors**

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Sadri, Sean

Vesey, Alyxandra

Affiliate Graduate Faculty

Arenberg, Thomas

Anderson, Lars

Brantley, Chip

Champion, Maya

Mayfield, Mark

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:

- 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 (see below) and go on to pursue doctorates. Those with significant experience in the journalism field may teach without the PhD degree.
- 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. These students typically follow Plan II (see below).
- Individuals who wish to earn graduate credit through distance education can enroll in our online journalism and media studies program. This program 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
- The Statement of Purpose must address 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 program 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 Program on UA Campus

- Applications ONLY accepted for fall semester
- Priority deadline for applications: February 1
- The one-year focus in Community Journalism admits a limited number of students each fall. Applicants not accepted for Community Journalism may be considered for other master's path in the Department of Journalism & Creative Media.

Bama by Distance 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 programs of study. Requirements for each plan are as follows:

Plan I - Thesis track (On-campus, everyone follows). The research track 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.

Plan I, Master's Thesis		Hours
Required Courses		
JCM 500	Grad Studies Orientation ¹	1
MC 551 or CIS 605	Sem Communication Theory Cultural and Critical Theory	3
MC 550 or CIS 609	Research Methods Humanistic Research Methods	3
JCM 562 or JCM 522 or JCM 520 or MC 526	Cont. Issues in Journalism Science & Environment in Media Media Effects Race and Gender in Media	3
JCM 563	History of Jour. and Media	3
JCM 599	Thesis Research	6
Electives ^{2, 3}		12
JCM 512	Seminar in American Cinema	
JCM 517	Advanced Sports Writing	
JCM 520	Media Effects	
JCM 522	Science & Environment in Media	
JCM 528	Editorial Analysis and Opinion	
JCM 533	Journalism and Emergent Media	
JCM 536	Teaching Multimedia News	
JCM 542	Advanced Magazine Writing	
JCM 545	Feature Writing	
JCM 548	News Analysis	
JCM 555	Entrepreneurial Journalism	
JCM 575	Anatomy of a Trial I	

JCM 576	Anatomy of a Trial II
JCM 590	Directed Research in JCM
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. Students who are pursuing their research master's degree may also take 600-level courses in the College of Communication & Information Sciences, with permission of the instructor.
- ³ An independent study with a faculty member. Students must sign up for three credit hours of JCM 590 with the supervising professor. A proposal must be submitted to the graduate coordinator detailing the purpose of the independent study.

Plan II: Project track

On-campus option A (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. Students interested in the Community Journalism option should indicate interest in their Graduate School application and statement of purpose.

On-campus option B: Under this option, students can complete the on-campus degree and have their studies culminate in an in-depth project or comprehensive exams. This path requires completion of 31 total hours, with 28 hours of graduate courses as outlined in Plan I, and a 3-hour project or comprehensive exams in JCM 597.

Online option: A professional option is also 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.

Plan II, Master's Project		Hours
Required Courses		
JCM 500	Grad Studies Orientation	1
JCM 552 or MC 550	Journalism Theory and Research Research Methods	3
JCM 562	Cont. Issues in Journalism	3
JCM 597	Master's Project	3
JCM 555 or JCM 553 or MC 551	Entrepreneurial Journalism Making Media Innovation Sem Communication Theory	3
JCM 563	History of Jour. and Media	3
Journalism Cognate		12
JCM 512	Seminar in American Cinema	
JCM 517	Advanced Sports Writing	
JCM 520	Media Effects	

JCM 522	Science & Environment in Media	
JCM 528	Editorial Analysis and Opinion	
JCM 533	Journalism and Emergent Media	
JCM 536	Teaching Multimedia News	
JCM 542	Advanced Magazine Writing	
JCM 545	Feature Writing	
JCM 548	News Analysis	
JCM 555	Entrepreneurial Journalism	
JCM 573	Documenting Justice I	
JCM 574	Documenting Justice II	
JCM 575	Anatomy of a Trial I	
JCM 576	Anatomy of a Trial II	
JCM 590	Directed Research in JCM	
General Elective		3
Total Hours		31

All students must enroll in JCM 500 Grad Studies Orientation their first year of study.

Community Journalism Concentration

Code and Title	Hours
Students in this concentration must select JCM 552, JCM 553 or JCM 555 and JCM 562 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

Sports Media Concentration

Code and Title	Hours
Students in this concentration must select MC 550, MC 551, and MC 546 in their program core.	

Concentration Requirements		
JCM 517	Advanced Sports Writing	3
MC 531	Sports & Social Media	3
MC 564	Sports Media Research	3
JCM 535	Sports Documentary	3
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. 18)

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. Once admitted, an AMP student can take up to 12 hours of courses that count toward both the degrees, which reduces the time it takes to earn a degree

by one year. 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. Applicants must have earned 90 or more credit hours by the Fall semester they start the AMP program and have a minimum GPA of 3.3. See the Accelerated Master's Program section of this catalog for more information. (p. 13)

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 Appointment or Change of Master's Thesis Committee 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 five core courses (JCM 500 Grad Studies Orientation, JCM 562 Cont. Issues in Journalism, JCM 563 History of Jour. and Media, MC 550 Research Methods, MC 551 Sem Communication Theory) 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. 18)

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. 206)

Academic Grievances Information

See the General Information section of this catalog for more information. (p. 219)

Scholastic Requirements

See the Academic Policies section of this catalog for more information. (p. 204)

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. 18)

School of Library and Information Studies

- Majors
 - Book Arts, MFA (p. 465)
 - Library and Information Studies, MLIS (p. 469)
- Certificates
 - Archival Studies (p. 464)
 - Book Arts (p. 465)

Vision

Through excellence in teaching, research, and service, SLIS is committed to educate socially responsible information professionals prepared to empower diverse populations in a multitude of contexts, communities, and cultures.

Mission

To advance the theory, art, and practice of professions specializing in the use and creation of information in traditional and emergent forms.

Values

Since its beginnings more than 40 years ago, SLIS has developed a unique interdisciplinary personality that blends the arts, humanities, and social sciences. We support a mutual belief in and respect for those we serve. This is evident in our strong support of intellectual freedom, access to all, and the tenets of social justice.

Educational Objectives

The educational objectives of these graduate programs are as follows:

Teaching

Provide students with the knowledge, skills, understanding, and diverse technologies to meet the changing informational and cultural needs of diverse populations and organizations. Foster leadership skills and abilities in all students, provide opportunities within the program for students with leadership potential to exercise their abilities, and encourage students as graduates to seek out and assume leadership roles. Improve and develop students' critical and conceptual thinking skills.

Research and creative activity

Augment and advance knowledge through basic research and improve professional practice through systematic inquiry into its nature, standards, and principles.

Service

Apply the insights and knowledge gained through research and instruction in service to public- and private-sector organizations.

Facilities

SLIS classrooms, faculty offices, and shared spaces are housed on the fifth floor of the Gorgas Library in the heart of the campus. Student spaces provide desktop computing, printing, laptop workstations, individual and group work spaces, professional resources, and a collection of children and youth literature. A student lounge is conveniently located for relaxation and refreshment.

Academic Common Market (ACM)

The School of Library and Information Studies participates in the ACM, an agreement among selected Southern states to share academic programs at in-state tuition rates. Residents of the states of Arkansas, Delaware, Virginia, and West Virginia may make an ACM application to attend the MLIS program. If accepted, The University of Alabama will pay the out-of-state portion of the student's tuition. Residents of Georgia, Kentucky, Louisiana, Mississippi, South Carolina, and Tennessee may apply to the ACM to attend the MFA in book arts program, also with UA's paying the out-of-state portion of tuition. Background information on the ACM, a list with the contact information for each state's ACM coordinator, and an online application to the UA Academic Common Market.

Financial Assistance

A limited number of departmental assistantships, which pay a stipend and also cover some out-of-state fees, as well as a limited number of scholarships are available each academic year. For information, contact the director of the School of Library and Information Studies.

Director

- Jim Elmborg, Ph.D.

Professors

- Anna Embree, M.F.S.
- Bharat Mehra, Ph.D.
- Jamie Naidoo, Ph.D.

Associate professors

- Laurie Bonnici, Ph.D.
- Steven MacCall, Ph.D.
- Jeff Weddle, Ph.D.

Assistant professors

- Sarah Bryant, M.F.A.
- John Burgess, Ph.D.
- Robert Riter, Ph.D.
- Miriam Sweeney, Ph.D.
- Steven Yates, Ph.D.

Intern coordinator adjunct professor

- Sybil Bullock, Ed.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](#)

Faculty

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Intern coordinator & adjunct professor

Sybil Bullock, Ed.S.

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, Birmingham-Southern College, and Samford University.

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 520	Elements of Letterpress	
BA 530	Elements of Bookbinding	
BA 534	Boxmaking	
LS 535	Records Management	
LS 562	Digital Libraries	
LS 564	Prog. Digital Libraries	
LS 566	Metadata Fundamentals	
LS 570	Internship	
LS 581	Universal Access	
LS 582	Race Gender & Sexuality in LIS	
LS 583	Social Aspects of Information	
LS 590	Issues In Librarianship	
LS 598	Directed Research	
LS 653	Descriptive Bibliography	
LS 654	Print Culture and Society	
LS 655	Book Artifact Materiality Text	
CIS 656	Electronic/Contemporary Pub.	
Total Hours		15

Admissions Information:

Applications are accepted from students pursuing in graduate work in allied disciplines, or already possessing graduate degrees in related disciplines. At the current time the certificate may only be completed on-campus. Students pursuing the MLIS should apply for admission to the archival studies concentration.

Contact Information:

Please contact Dr. Robert B. Riter for additional information.

Book Arts Certificate

The Graduate Certificate in Book Arts is to prepare students to integrate history, materials and technologies of the book arts into their research and/or professional programmatic objectives. Students completing the certificate will have obtained 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 historic relevance of book arts within the broader context of art and craft.

The Book Arts Certificate will be a general 15 credit hour program designed for scholars and professionals in other disciplines. It will provide 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 book-work within a historical context and contemporary framework.

Admission Criteria

Applicants seeking admission into the Graduate Book Arts Certificate (15 credit hours) will apply directly to the School of Library and Information Studies. A Bachelor's degree, 3.0 GPA, and a statement of purpose will be 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. Use the special non-degree certification application.

Applications to the M.F.A. 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.

Program Requirements

Code and Title	Hours
Required Studio Core Course Work	
BA 520 Elements of Letterpress	3
BA 530 Elements of Bookbinding	3
BA 541 Techniques of Hand Papermaking	3
Required Non-Studio Course Work Options 3	
CIS 656 Electronic/Contemporary Pub.	
LS 653 Descriptive Bibliography	
LS 654 Print Culture and Society	
LS 655 Book Artifact Materiality Text	
Elective Course Work Options 3	
BA 521 The Printed Book	
BA 531 Case Binding and Edition Work	
BA 534 Boxmaking	
CIS 656 Electronic/Contemporary Pub.	
LS 653 Descriptive Bibliography	
LS 654 Print Culture and Society	
LS 655 Book Artifact Materiality Text	
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.

Students may transfer in up to 3 credit hours with advisor approval. The certificate must be completed in 6 academic years.

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 emphasized through development of craft skills based in historical principles, practice, and technique. Courses in letterpress printing and publishing, typography, hand bookbinding, hand

papermaking, 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, 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.

Admission Requirements

Applicants may submit a letter of purpose, resume, portfolio (in their area of experience), and three letters of reference.

See the Admission Criteria section of this catalog for more information.

Degree 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; and a minimum of 12 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	36
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	
LS 653 Descriptive Bibliography	
LS 655 Book Artifact Materiality Text	
BA 592 Graduate Seminar (6 hours)	
BA 599 Creative Thesis Project (9 hours)	
Areas of Emphasis	12
Printing and Publishing	
BA 522 Advanced Letterpress (3 to 9 hours)	
BA 523 Artist Book & Fine Press Publ. (3 to 9 hours)	
BA 524 Artist Books	
BA 593 Workshops In Book Arts	
Bookbinding	
BA 532 Leather Bound Books (3 to 9 hours)	
BA 533 Advanced Bookbinding (3 to 9 hours)	
BA 534 Boxmaking	
BA 593 Workshops In Book Arts	
Whole Book	
BA 522 Advanced Letterpress	
BA 523 Artist Book & Fine Press Publ.	
BA 532 Leather Bound Books	
BA 533 Advanced Bookbinding	
BA 524 Artist Books	
BA 534 Boxmaking	
BA 593 Workshops In Book Arts	
Electives	12
BA 524 Artist Books	
BA 522 Advanced Letterpress	

BA 523	Artist Book & Fine Press Publ.
BA 532	Leather Bound Books
BA 533	Advanced Bookbinding
BA 534	Boxmaking
BA 542	Contemporary Hand Papermaking
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
BA 599	Creative Thesis Project (1 to 3 hours)
LS 555	Intro Archival Studies
CIS 656	Electronic/Contemporary Pub.
LS 654	Print Culture and Society
ART 520	Printmaking
ART 620	Printmaking

One 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.

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

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 – public, school (PK-12), academic, or special. The degree also equips students for work in archives, information centers, and in entrepreneurial and research environments, especially those using information technologies.

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 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."

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 nondegree-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 9 hours of required courses:

Core Requirements		Hours
LS 500	Info Sci & Tech	3
LS 501	Information in Communities	3
LS 513	Professional Paths	3
Total Hours		9

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. A Class A School Library-Media Certification and an Archival Studies Concentration may be pursued. In addition, there are informal areas of emphasis offered in Academic Libraries, Digital Stewardship, Public Libraries, Special Libraries, Social Justice & Inclusivity, and Youth Services.

Areas of Emphasis

Academic Libraries Hours

User Services Electives		
LS 512	Info Resources:Science	3
LS 527	Info Lit. Instruct.	3
LS 567	Digital Reference	3
LS 580	Outreach to Diverse Population	3
Technical Services Electives		
LS 505	Collection Development	3
LS 506	Cataloging and Classification	3
LS 566	Metadata Fundamentals	3
Technology Services Electives		
LS 524	Project Management	3
LS 581	Universal Access	3

Digital Stewardship Hours

LS 508	Management Theory and Practice	3
LS 562	Digital Libraries	3
LS 524	Project Management	3
CIS 660	Interpersonal Comm Theory	3
CIS 662	Mediated Interpersonal Comm	3
CIS 666	Information Policy	3
LS 590	Issues In Librarianship ¹	3

Footnotes

¹ This is not an exhaustive list, as special topics courses may also be of interest, including Foundations of Digital Curation and Curating Digital Culture.

Public Libraries Hours

LS 530	Public Libraries	3
LS 570	Internship	1 to 3
User Services Electives		
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 543	Trad. & Digital Storytelling	3
LS 580	Outreach to Diverse Population	3

Technical Services Electives

LS 505	Collection Development	3
LS 506	Cataloging and Classification	3
LS 566	Metadata Fundamentals	3

Technology Services Electives

LS 524	Project Management	3
LS 581	Universal Access	3

Special Libraries Hours

LS 533	Spec Libr & Info Centrs	3
LS 570	Internship	1 to 3

User Services Electives

LS 512	Info Resources:Science	3
LS 527	Info Lit. Instruct.	3
LS 567	Digital Reference	3

Technical Services Electives

LS 505	Collection Development	3
LS 506	Cataloging and Classification	3
LS 566	Metadata Fundamentals	3

Technology Services Electives ¹

LS 524	Project Management	3
LS 581	Universal Access	3

Footnotes

¹ See also the Information Science & Technology Area of Emphasis for more Technology Services courses.

Social Justice and Inclusivity Hours

LS 570	Internship	1 to 3
Archives		
LS 558	Archival Repres., Access & Use	3
LS 590	Issues In Librarianship	3
Community Outreach and Services		
LS 621	Intercultural Persp Youth Lit	3
LS 544	Cultural Div Prog Youth & Fam	3
LS 580	Outreach to Diverse Population	3

Information Technologies

LS 581	Universal Access	3
LS 583	Social Aspects of Information	3

Issues in the Profession

LS 582	Race Gender & Sexuality in LIS	3
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Youth Services Hours

LS 530	Public Libraries	3
LS 570	Internship	1 to 3

Collection Development and Reader's Advisory

LS 520	Early Child Lit & Story Prog	3
LS 521	Matl & Serv Children	3
LS 522	Matl & Serv YA	3
LS 620	Graphic Novels - Youth	3

Service and Program Planning and Management

LS 621	Intercultural Persp Youth Lit	3
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LS 541	Youth Programming	3
LS 543	Trad. & Digital Storytelling	3
Community Outreach		
LS 580	Outreach to Diverse Population	3
LS 544	Cultural Div Prog Youth & Fam	3
Other Elective Useful to Youth Librarians		
LS 505	Collection Development	3
LS 506	Cataloging and Classification	3
LS 523	Matl Services Adults	3

Footnotes

¹ See *also* School Libraries for information about serving youth in a school library setting.

Class A School Library Media Certification

For admission to the Class A School Library Media program, a candidate 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. Effective June 1, 2017, two full years of full-time professional educational work experience in P-12 school system(s) are also required for admission.

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.

All applicants must have a criminal history background check as required by the Alabama Department of Education.

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.

The approved program of studies for certification is as follows:

Code and Title	Hours
Instructional support area	
LS 500	Info Sci & Tech
LS 501	Information in Communities
LS 504	Media Prod & Utilization
LS 507	User Ctr Info Services
LS 513	Professional Paths
LS 532	School Media Centers
LS 542	Instruct Design & Dev
LS 572	Intern Sch Media Cntrs (requires a minimum of 300 clock hours)
Foundations of professional studies: Choose ONE of the following SDE-approved diversity courses.	3
BEF 503	History Of Amer Educn
BEF 507	Sociology Of Education
BEF 534	Multicultural Education
BEF 575	Found Educn Through Film
BEF 607	Readings In Soc Of Ed
BEF 650	Critical Race Theory In Educ

BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	
Research		
LS 502	Research Methods	3
Additional Requirements		
SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program.		
LS 520 or	Early Child Lit & Story Prog	3
LS 521	Matl & Serv Children	
LS 522	Matl & Serv YA	3
Total semester hours		36-39

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.

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.

MLIS - School Library Media Concentration	Hours
Core	
LS 500	Info Sci & Tech
LS 501	Information in Communities
LS 513	Professional Paths
	Credit Hours Subtotal:
	9
School Library Media Concentration	
LS 504	Media Prod & Utilization
LS 532	School Media Centers
LS 542	Instruct Design & Dev
LS 572	Intern Sch Media Cntrs
	Credit Hours Subtotal:
	12
Electives	
LS 502	Research Methods
LS 507	User Ctr Info Services
LS 520 or	Early Child Lit & Story Prog
LS 521	Matl & Serv Children
LS 522	Matl & Serv YA
Ancillary BEF course	3
BEF 503	History Of Amer Educn
BEF 507	Sociology Of Education
BEF 534	Multicultural Education
BEF 575	Found Educn Through Film
BEF 607	Readings In Soc Of Ed
BEF 650	Critical Race Theory In Educ
BEF 667	Multicult Soc Ed Leadershp
BEF 681	Ethics And Education
	Credit Hours Subtotal:
	15
Total Hours	36

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. 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, Birmingham-Southern College, and Samford University.

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):		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 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. 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 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. 18).

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 have the skills and knowledge to understand the role of technology in library and information services; (2) Students will be able to use evidence to inform library and information practices; (3) Students will be able to critically articulate the philosophy, principles, and ethics of library and information science; and (4) Students will be able to practice principles of social and cultural justice in their preparation for careers in library and information environments.

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, a three-hour management and administration course, 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; guidelines for training can be found at <http://ovpred.ua.edu/research-compliance/institutional-review-board-irb/>.

The request forms for IRB approval can be accessed from <http://ovpred.ua.edu/research-compliance/institutional-review-board-irb/>.

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. 18).

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. 204).

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.

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. 206) 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.

Scholastic Requirements

See here for Graduate School Policy information. (p. 204)

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.

Communication & Information Sciences (CIS), PhD

The collegewide doctor of philosophy degree in the College of Communication and 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 and Public Relations, Communication Studies, Journalism and Creative Media, and Library and 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 and Public Relations, Book and Publishing Studies, Health Communication, Interpersonal Communication, Media Processes and Effects, Rhetoric and Political Discourse, or Social Justice

and 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.

Alongside the concentrations, the program emphasizes three signature areas of interdisciplinary research: emergent media, health communication, and sports communication. A core group of world-class graduate faculty across various disciplines focus their research agendas around these three areas.

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.

An applicant whose credentials meet the following minimum criteria may be considered for regular admission to the doctoral program in communication and information sciences:

- An undergraduate grade point average (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 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 conditional language admission if they meet the GPA criterion for regular admission but have not met the minimum language proficiency requirements.

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 Epistemolgy	
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.

Other Requirements. In addition to the credit hour and coursework requirements specified above, the following policies apply:

- A minimum of 36 hours of coursework must be completed after enrollment in the CIS doctoral program.
- Up to 12 of these 36 hours may be transferred from a student's masters program if approved by the student's program advisory committee. Credits so approved must have been earned within a period of no more than six years prior to the semester of admission to the doctoral program. Please see the Transfer Credit section below for additional information.
- A minimum of 24 hours of coursework 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 CIS doctoral seminar courses, which include all courses numbered CIS 650 through CIS 696. No doctoral seminar class that may be deemed by the student's program advisory committee to count toward fulfilling core theory requirements or core research methods requirements may be counted toward this minimum of nine hours in doctoral seminar courses. In other words, if a program advisory committee approves a doctoral seminar course (again, CIS 650 through CIS 696) as an alternate theory or alternate research methods course, this course cannot also be counted toward meeting the requirements for nine hours in doctoral seminar courses.
- 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 in this concentration must select CIS 604 Mass Communication Theory in their program and then complete the following 15 hours of coursework:

Code and Title	Hours
APR 551 Foundations of Integrated Comm	3
APR 524 or Reputation Comm Strategy	3
APR 525 Brand Communication Strategy	3
CIS 682 Seminar Applied Comm	3
CIS 684 Advanced Topics Applied Comm	3
CIS 650 or Seminar in C&IS (advisor-approved topic)	3
CIS 664 or Health Communication Campaigns	
CIS 671 or Public Opinion	
CIS 673 or Political Communication	
CIS 674 Sports Media	

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 in this concentration must select five courses from the following list to complete 15 hours of coursework, with no more than 6 hours of electives approved by their advisors:

Code and Title	Hours
CIS 650 Seminar in C&IS (Health Communication)	3
CIS 651 Interpersonal Health Comm	3
CIS 659 Health Information Seeking	3
CIS 664 Health Communication Campaigns	3
CIS 670 Health and Mass Media	3
Approved elective(s) at the 500-level or above in health communication and/or statistics	3

Interpersonal Communication Concentration

Students in this concentration must select CIS 603 Quantitative Research Methods in their program core and then complete the following **15 hours** of coursework:

Required Foundation Course	Hours
CIS 660 Interpersonal Comm Theory	3
Three hours from one of the following two courses:	Hours
COM 513 Communication & Diversity	3
COM 565 Intercultural Communication	3
Six hours from the following five courses:	Hours
CIS 651 Interpersonal Health Comm	3
CIS 662 Mediated Interpersonal Comm	3
CIS 663 Deception	3
CIS 667 Persuasive Communication	3
COM 563 Relational Communication	3

Three hours of approved College elective, 500 or above, in interpersonal communication studies.	Hours
500 or 600 level elective	3

Media Processes and Effects Concentration

Students in this concentration must select CIS 603 Quantitative Research Methods and CIS 604 Mass Communication Theory in their program core and then complete the following **12 hours** of coursework:

Code and Title	Hours
CIS 680 Sem. Media Processes/Effects	3
CIS 681 Advanced Quantitative Methods	3
CIS 650 or Seminar in C&IS (approved topic in emergent media, health communication, political communication, or sports media)	3
CIS 670 or Health and Mass Media	
CIS 673 or Political Communication	
CIS 674 Sports Media	
CIS 683 Advanced Topics - Media P&E	3

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 then complete the following **15 hours** of coursework:

Code and Title	Hours
CIS 650 or Seminar in C&IS (approved topic in political communication)	3
CIS 673 Political Communication	
CIS 652 Sem Culture Criti Rhetor Stdy	3
COM 541 Contemp Rhetoric Theory	3
COM 548 Sem Rhetorical Criticism	3
Approved 500 or 600 level elective in rhetoric or political discourse	3

Social Justice and Inclusion Advocacy 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 complete the following **15 hours** of coursework. All students in the concentration must complete:

Code and Title	Hours
CIS 668 Social Justice & Inclusion	3

Students must complete **12 hours** from the following courses, with **at least 3 hours from each category** (Foundations, Perspectives, and Applications) and at least 6 hours taken at the 600 level:

Foundations	Hours
CIS 652 Sem Culture Criti Rhetor Stdy	
CIS 667 Persuasive Communication	
COM 565 Intercultural Communication	
LS 583 Social Aspects of Information	
Perspectives	Hours
COM 513 Communication & Diversity	
COM 515 African American Rhetoric	
COM 525 Gender & Political Comm	
LS 582 Race Gender & Sexuality in LIS	
Applications	Hours
CIS 666 Information Policy	
LS 544 Cultural Div Prog Youth & Fam	

LS 580 Outreach to Diverse Population
LS 581 Universal Access

Transfer Credit

The university Graduate School-wide policies related to transfer credit (p. 23) 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 credit completed in a master's program be approved by their advisor to count toward the requirement that students complete 48 hours coursework exclusive of dissertation hours.

Doctoral Plan of Study Requirement

University Graduate School-wide policies require that students submit an advisor-approved plan of study (p. 23).

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 dean of the University of Alabama Graduate School. 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 C&IS associate dean 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 students in the doctoral program in communication and information sciences. This examination is given after

- any foreign language/research skill requirements are met;
- two full years of graduate study are completed; and
- the Program Advisory Committee deems the student to have adequate preparation in the major and minor fields of study.

The examination is overseen by the student's Program Advisory 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 Program Advisory 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.

Preliminary 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 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.

Preliminary 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.

Preliminary 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 assigned for all "take-home" examination questions cannot exceed 21 days.

For students whose preliminary examination will consist only of "in-house" questions, the written component of the exam must be completed in no more than 7 days following the day on which the student is provided their first exam question. For students whose preliminary examination will consist only of "take-home" questions or consist of a mix of "take-home" and "in-house" questions, the written component of the exam must be completed in no more than 21 days following the day on which the student is provided their first exam question.

Upon completion of the oral component of the preliminary exam, the examination committee will convene to determine whether the student has passed, must perform additional work to demonstrate understanding of competency, or has failed the examination. All questions must be passed in order to pass the examination.

In the case of a clear failure, the re-examination must take place after six months and before twelve months have elapsed. Each question on the preliminary exam may be taken only twice, and the examining committee may only rule either pass or fail on the second examination.

As noted above, university policy stipulates that failure to pass the examination on a second attempt will result in dismissal from the program and from 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 meeting the following requirements:

- completion of the program of coursework and other requirements prescribed by the student's program advisory committee, approved by the C&IS associate dean for graduate studies, and approved by the dean of the UA Graduate School on the Plan of Study and Admission to Candidacy forms
- demonstration, by passing the preliminary examination, of competence in the theory, research methods, the focused area of study, and the cognate
- a successful defense of a dissertation proposal
- approval by the UA Graduate School of the Admission to Candidacy for the Doctoral Degree

Continuous Enrollment Policy

Students should be aware of university policy related to continuous enrollment (p. 23) in Dissertation Research, as specified in the university Graduate Catalog. Students in the C&IS doctoral program are required to complete 24 hours in dissertation research through enrollment in CIS 699 Dissertation Research. The program permits students to initiate enrollment in CIS 699 no earlier than the semester in which they will have completed all non-dissertation hours required for the degree. In other words, students can initiate CIS 699 enrollment in the same semester in which they will complete all non-dissertation coursework required of them, but not sooner.

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

Following a successful completion of preliminary examinations, 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. 23).

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 includes 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. 23).

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. 206).

Academic Grievances Information

The doctoral program in communication and information sciences follows university Graduate School-wide policy regarding academic grievances (p. 219).

Scholastic Requirements

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 dismissed 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 scholastic requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

Faculty

Associate Dean for Graduate Studies

William Evans

Holding Graduate Faculty Status

Cory Armstrong

Meredith M. Bagley

Jane Stewart Baker

Matthew Barnidge

A.J. Bauer

Jennifer Becker

Beth S. Bennett

Mark Barry

Andrew C. Billings

Kimberly L. Bissell

Anneliese Bolland

Courtney Boman

Laurie Bonnici

Robin Boylorn

Dianne Bragg

Rick Bragg

Chip Brantley

Nancy Brinson

Brian Britt

Rebecca Britt

Adam Sharples Brooks

Kenon Brown

Michael Bruce

Sarah Bryant

John Burgess

William Sim Butler

Heather J. Carmack

Maya Champion

Chandra Clark

Brandon Colvin

Margaret D'Silva

George L. Daniels

Susan Daria

Anna Embree

William Evans

Hengyi Fu

Robert N. Gaines

Karla K. Gower

Andy Grace

Darrin Griffin

Nikita Harris

Jameson Hayes

Steven Holiday

Kyle Holland

Suzanne Horsley

Randall Huffaker

Peter Jensen

Shaheen Kanthawala

Hyoungkoo Khang

Eyun-Jung Ki

Seoyeon Kim

Terry Kinney

Dimitrios Latsis

David Lawson

Jiyoung Lee

Leah E. LeFebvre

Laura Lemon Petersen

Wilson H. Lowrey

Steven L. MacCall

Jessica Maddox

Mary M. Meares

Bharat Mehra

Kaitlin Miller

Jamie Campbell Naidoo

Mark D. Nelson

Jessy Ohl

Landon Palmer

Elliot T. Panek

M. Scott Parrott

Caroline Parsons

Cynthia C. Peacock

Joshua R. Pederson

Robert B. Riter

Christopher Roberts

Sean Sadri

Tracy Sims

Miriam E. Sweeney

Matthew VanDyke

Alyxandra Vesey

Janet Walker

Kristen J. Warner

Gerald Waters

Damion Waymer

Jeffrey Weddle

Matthew Wisla

Steven Yates

College of Community Health Sciences

Department of Community Medicine and Population Health (p. 482)

Department of Family, Internal and Rural Medicine (p. 485)

The courses listed below are open to qualified graduate students.

Medical school and family practice residency curricula are published separately from this catalog.

CHS515 Cultural Competency in Healthcare

Hours 3

The increasing cultural diversity in the United States has profound implications for population health science and practice. This course is designed to address a broad range of theoretical, research, ethical, and clinical issues related to cultural competency in healthcare.

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

Hours 1-3

Selected topics in Community Health Sciences offered by CCHS faculty members.

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

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.

CHS622 Directed Research in Community Health

Hours 3

An advanced applied-research course designed to develop skills in the analysis and evaluation of health problems of community interest.

Prerequisite(s): CHS 520 and CHS 525

CHS627 Multivar Meth Hlt Stats

Hours 3

Emphasis is on application and interpretation of statistical software that performs techniques such as multivariate analysis of variance, discriminant analysis, logistic regression, log-linear modeling, and factor analysis.

CHS660 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.

CHS661 Imaginary Logic of Advanced Drug Delivery Program

Hours 1

This graduate level course presents topics designed to bring together divergent thinking (imaginary) with convergent thinkers (logical) to provide a platform to train the next generation of graduate 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 graduate students the depth and breadth of understanding in drug discovery and development that will be applicable throughout their careers, regardless of their research focus.

CHS662 Formulations Science Lab

Hours 3

This research-based laboratory course provides training in the developing the next generation 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. For students who have interest and aspire to research careers in interdisciplinary advanced drug delivery, 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: CHS 660

CHS663 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, drugestimation, 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. For students who have interest and aspire to research careers in interdisciplinary advanced drug delivery, 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): CHS 662

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.

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. 482)

Professor and Interim Chair

- Martha R. Crowther, PhD, MPH

Professors emeriti

- Daniel M. Avery, Jr., MD
- James Leeper, PhD

Professors

- Martha Crowther, PhD, MPH
- Pamela Payne-Foster, MD, MPH

Associate professors

- Louanne Friend, PhD
- Lisle Hites, PhD
- Raheem Paxton, PhD

Assistant professors

- Gregg Bell, PhD
- Lilanta Bradley, PhD, MFT
- Abbey Gregg, PhD, MPH
- Randi Henderson-Mitchell, PhD, MBA
- Maryam Jafari Bidgoli, PhD
- Mercedes Morales-Aleman, PhD
- Yuhui Yao, PhD

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

Faculty**Professor and Interim Chair**

Martha R. Crowther, PhD, MPH

Professors emeriti

Daniel M. Avery, Jr., MD

James Leeper, PhD

Professors

Martha Crowther, PhD, MPH

Pamela Payne-Foster, MD, MPH

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Abbey Gregg, PhD, MPH

Randi Henderson-Mitchell, PhD, MBA

Maryam Jafari Bidgoli, PhD

Mercedes Morales-Aleman, PhD

Yuhui Yao, PhD

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 demonstrate English proficiency with the TOEFL, IELTS, Duolingo or meet other requirements established by the Graduate School.

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 623	Advanced Epidemiology (Main Campus Elective)	3
CHS 627	Multivar Meth Hlt Stats (Main Campus Elective)	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.

Plan I - Thesis Process Requirements

The thesis degree completion option requires 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 should be completed in the last 2 semesters of a student’s program. 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.

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 obtaining IRB approval before beginning their research.

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.

Scholastic Requirements

Graduate School academic scholastic requirements.

Graduate School Deadlines Information

Graduate School Deadlines.

Application for Graduation Information

Master's Application for Graduation

Faculty

Professor and Chair

John C. Higginbotham, PhD, MPH

Associate Professor and Vice Chair

Lea Yerby, PhD

Professor emeritus

Daniel M. Avery, Jr., MD

Professors

Martha Crowther, PhD, MPH

Pamela Payne-Foster, MD, MPH

Associate professors

Louanne Friend, PhD

Raheem Paxton, PhD

Assistant professors

Gregg Bell, PhD

Lilanta Bradley, PhD, MFT

Abbey Gregg, PhD, MPH

Randi Henderson-Mitchell, PhD, MBA

Maryam Jafari Bidgoli, PhD

Mercedes Morales-Aleman, PhD

Yuhui Yao, PhD

Department of Family, Internal and Rural Medicine

- Rural Community Health, MS (p. 485)

Chair

- Jane Weida, MD

Associate professors

- Drake Lavender, MD, FAAFP
- Susan Guin, MSN, CRNP, Associate Director, Rural Programs

Assistant professor

- Holly McCaleb, MD, Assistant Director, Rural Programs

Professor emeritus

- James Leeper, PhD

Assistant Director

- Cynthia Moore, Rural Programs

Program Coordinator

- LaKeshia Whigham, Rural Programs

Additional Teaching Faculty

- Donald Elswick, CIH, CSP, CHMM, CIT
- 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](#)

Faculty**Chair**

Jane Weida, MD

Associate professors

Drake Lavender, MD, FAAFP

Susan Guin, MSN, CRNP, Associate Director, Rural Programs

Assistant professor

Holly McCaleb, MD, Assistant Director, Rural Programs

Professor emeritus

James Leeper, PhD

Assistant Director

Cynthia Moore, Rural Programs

Program Coordinator

LaKeshia Whigham, Rural Programs

Additional Teaching Faculty

Donald Elswick, CIH, CSP, CHMM, CIT

Cecil Robinson, PhD

Elizabeth Western, MD, PhD

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. 18)

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. 18).

Student Progress Requirement

Please refer to the UA Graduate Catalog, Scholastic Requirements and Academic Standing for guidelines on evaluating student progress (p. 204).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadline Information

Graduate School information on the Graduate School Deadline (p. 16).

Application for Graduate School Information

Graduate School information on the Application for Graduate School (p. 16).

College of Education

Department of Curriculum Instruction (p. 497)

Department of Educational Leadership, Policy, and Technology Studies (p. 523)

Department of Educational Studies in Psychology, Research Methodology, and Counseling (p. 548)

Department of Kinesiology (p. 581)

Department of Music Education (p. 590)

Department of Special Education and Multiple Abilities (p. 598)

Masters Degree Programs in Education

The College of Education offers graduate work for the master of arts degree in counselor education (school counseling, clinical mental health counseling and rehabilitation counseling); educational leadership; higher education administration; educational psychology: general educational psychology; educational psychology: school psychometry; elementary education; kinesiology; secondary education (music education is available as a teaching field within secondary education); and special education.

The rules of The University of Alabama Graduate School pertaining to transfer of credit, academic progress, graduation requirements, admission to candidacy and time limits apply to all students in College of Education masters degree programs and are found in the Degree Requirements section of this catalog.

Masters Programs Prerequisites

The prerequisites for programs leading to the master of arts degree in education include:

- the completion of an appropriate baccalaureate curriculum
- and, in some programs, professional teacher certification

For a student in music education, audition, ensemble performance or teaching sample and music history and music theory testing are required prior to or during the first 12 hours of graduate study.

For the Class A Reading Specialist program, two full years of full-time classroom teaching experience are required. Additionally, the Praxis for Teaching Reading is required for those with prerequisite certification in a teaching field *other than* Elementary, Early Childhood or Collaborative (K-6).

Effective July 1, 2017, two full years of full-time, acceptable professional educational work experience will be required for admission to Class A

instructional support programs (School Counseling, School Psychometry and Sport Management—also includes Library Media in the College of Communication and Information Sciences).

For a student in educational leadership, a valid Alabama Class B Professional Certificate in a teaching field or a valid Alabama Class A Professional Certificate in a teaching field or instructional support area and three full years of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 teaching experience, are required. In addition, students preparing for positions in educational leadership are required to complete screening procedures, including special tests, interviews and portfolios.

Masters Degree Requirements

There are two study plans available to students pursuing the master of arts degree. Candidates for the masters degree under Plan I must earn a minimum of 24 semester hours of credit in coursework and must write a thesis. Candidates for the masters degree under Plan II must earn a minimum of 30 semester hours of credit; a thesis is not required.

Masters degree programs leading to professional certification normally require a minimum of 30 semester hours. Nontraditional, alternative certification programs requirements vary; however, they normally require 39–45 graduate hours in addition to any of the applicant's undergraduate deficiencies. Courses that are taken for undergraduate credit may not be repeated for graduate credit (except when allowed in an Accelerated Masters Program). 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 in any teaching field or area of instructional support.

A student completing requirements for a masters 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 Certificate, not to exceed the maximum prescribed class load.

Additional details on all other degree requirements are in the Degree Requirements section of this catalog and may be outlined in the individual program descriptions in this catalog. Under each plan (including the nontraditional, alternative program) the student must pass a comprehensive assessment in the field(s) of study at an appropriate time toward the close of the student's work. The assessment may include, but may not be limited to, an oral exam.

Nontraditional, Alternative Initial Teacher Certification

The College of Education has been approved by the state board of education to offer special programs of study leading to the masters degree for degree holders who have not previously completed a teacher-education program. Regular admission to these programs requires an acceptable score on an entrance examination—the GRE General Test or the Miller Analogies Test (MAT)—and a minimum 3.0 grade point average for all previous college-level work attempted. Individuals may be considered for admittance if the graduate admission test score or GPA does not meet the above criteria. For admission to an Alternative Class A program, effective July 1, 2017, and thereafter, one must have earned a bachelor's degree with a minimum, overall GPA of 2.75 or a master's degree (or higher) with a minimum GPA of at least 3.0.

Individuals applying to alternative initial teacher certification programs must also 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 writing tests and other screening associated with undergraduate certification, must be completed before formal admission to the alternative teacher education program. Some additional undergraduate work may also be required for admission. In addition to admission to the Graduate School, each prospective student must secure an appropriate transcript evaluation letter from personnel in the Office of Student Services and Certification, 104 Carmichael Hall.

Nontraditional, alternative certification programs are available in elementary, English for speakers of other languages (ESOL), foreign languages, music education, physical education, secondary education (most fields), and special education (collaborative, early childhood special education, gifted, and multiple abilities).

To graduate, students in these programs must complete the required semester hours in specific graduate courses. Upon completion of an Alternative Class A (master's level) program, the student is eligible to be recommended for an Alabama Class A Professional Educator Certificate. For most programs, no more than 12 semester hours of graduate courses may be completed in a nontraditional, alternative program before the removal of all admission deficiencies, unless special permission is granted by department heads in conjunction with personnel in the Office of Student Services and Certification, 104 Carmichael Hall. A student with a master's or higher degree in a secondary teaching field (or K-12 in music) generally may apply up to 12 semester hours from that degree to the fulfillment of teaching field 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 (with the exception of music education and distance learning) in order to facilitate supervision of students. For Early Childhood Special Education and 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. For students in the Class A Instructional Leader program, internships are coordinated through the Department of Educational Leadership, Policy, and Technology Studies.

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).

Teaching Internship Requirements

The teaching internship (formerly called student teaching) 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.

Both alternative (nontraditional, fifth-year) and graduate students must file internship applications with the Office of Clinical Experiences in 105 Autherine Lucy Hall during the semester preceding the semester of the planned internship. The application process begins by attending a mandatory application session, which is held the first Wednesday in October for spring-semester interns and the first Wednesday in March for fall-semester interns. The time, date, and place of the application session are announced at the beginning of each semester. The deadline for filing applications for a spring-semester internship is October 31; for a fall-semester internship the deadline is March 31.

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 alternative master's student must show proof of a passing score on the appropriate Praxis assessments.
- The traditional master's student must show proof of a passing score on the appropriate Praxis subject assessment(s) if seeking certification in an area which differs from current certificate.
- The student must have achieved a minimum grade point average of 3.0, both for all University of Alabama courses attempted and for all University of Alabama courses and transfer courses combined.
- 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

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 (with the exception of music education) in order to facilitate supervision of students by University of Alabama faculty or other designees of the department heads. Placements outside the greater Tuscaloosa area are made only if the director of clinical experiences and/or the department head determines that an appropriate local placement is unavailable.

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 or SAC) 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 in 101 Autherine Lucy Hall for additional information.

Internship Assignments

- 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.
- 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.
- Special education-Collaborative (K-6 or 6-12) interns will receive a split internship assignment: half in a severe and profound setting and half in a mild to moderate setting. The placements will be divided according to their certification grade levels. For candidates seeking certification in BOTH Collaborative K-6 and Collaborative (6-12), the internship shall be divided between early childhood/elementary and middle/secondary grades.
- Special education-early childhood (P-3) interns will receive split placements in pre-K and K-3 in both general education and special education.
- MAP (P-6) interns will receive a minimum of four placements covering two semesters: The placements will be P-3 and upper elementary (4-6), and at least two of the following age groups: pre-K through age 3, age 3-5, and age 5-8. Placements will include children with and without identified disabilities.
- P-12 programs in physical education, 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.

Summer Internship

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, file an appropriate application with the Office of Clinical Experiences in 105 Autherine Lucy Hall by March 31 of that year.

Educational Specialist Degree Requirements

The College of Education offers graduate work for the educational specialist (EdS) degree in counselor education; educational leadership; educational psychology: general educational psychology, educational psychology, educational research, and school psychology; elementary education, secondary education (music education is available as a teaching field within secondary education); and special education.

The College of Education conducts its EdS programs in accordance with The University of Alabama Graduate School policies outlined in this catalog. The EdS degree requires a minimum of 30 semester hours of study beyond the master's degree. Effective for candidates admitted July 1, 2017, and thereafter, a cumulative grade point average of not less than 3.50 is required for all courses in a Class AA teaching field or area of instructional support. Additionally, for admission to Class AA instructional support programs (School Counseling or School Psychology), at least two full years of full-time acceptable professional work experience is required. For admission to Class AA Teacher Leader, a minimum of three full years of full-time teaching experience in a P-12 setting is required.

Admission to the Graduate School does not mean that the EdS student is admitted to candidacy for the degree. Requirements for admission to candidacy for the EdS degree are the same as those for the master's degree in the same area. A student should note any foreign language requirement. Each EdS student completes the Admission to Candidacy for the EdS Degree form that is on the Graduate School's website and submits it to the Graduate School. The Graduate School must approve the student's EdS plan of study prior to admission to candidacy for the degree.

A standard form for an EdS plan of study is not available at the Graduate School's website, 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.

Additional information concerning the plan of study, admission to candidacy, admission and degree requirements may be outlined in the individual program descriptions, College of Education Admission requirements (p. 494) and the Graduate School's Admission Criteria and Degree Requirements sections of this catalog.

Class AA Certification Programs

Graduate students seeking Class AA certification must enroll in and complete the EdS (or doctoral) State-approved program in that certification area in order to obtain University of Alabama

recommendation for Class AA certification. A student who takes a course for credit in a master's level program may not take the same course for credit in a sixth-year program. In compliance with regulations established by the Alabama Department of Education and outlined in the Alabama Administrative Code, coursework used to meet Class B or Class A certification requirements may not be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support.

The College of Education conducts its EdS programs in accordance with The University of Alabama Graduate School policies outlined in the Degree Requirements (p. 18) section of this catalog. 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 3.50 grade point average on all work attempted.)

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 or area of instructional support. These placements are in the greater Tuscaloosa area (with the exception of music education and distance learning) in order to facilitate supervision of students. For Early Childhood Special Education and 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 Head Start programs. Placements for students in the Class AA Instructional Leader program are coordinated through the Department of Educational Leadership, Policy, and Technology Studies.

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).

Doctoral Programs in Education

Programs leading to the doctor of philosophy (PhD) degree are offered in counselor education, educational leadership, higher education administration, educational psychology, educational research, elementary education, kinesiology, instructional leadership, school psychology, secondary education (music education is available as a teaching field within secondary education), and special education.

Programs leading to the doctor of education (EdD) degree are offered in counselor education, educational leadership, higher education administration, educational psychology, elementary education, instructional leadership, secondary education (music education is available within secondary education), and special education. The doctoral programs are designed for school personnel and others engaged in educational service and leadership.

A masters degree from an accredited institution is required for admission into most of the EdD or PhD program in the College of Education. Some program areas, however, will consider applicants with only a bachelor's degree for admission into a 90 hour doctoral degree program. Other objective and subjective criteria are employed to select students whose

success can be reasonably predicted. Some doctoral programs have further prerequisites for admission such as a professional teaching certificate and/or certain experience in teaching or a related activity. Those who wish to pursue doctoral study in the College of Education should communicate directly with the head of the department to ensure they meet the prerequisites for the area in which they wish to study.

In planning a program, doctoral students should follow these steps:

Declaration of Intent

If applicable, before establishing a doctoral committee, students must successfully complete a screening process in the department in which they wish to study. The applicant initiates the screening process by filing a declaration of intent form with the appropriate department head. The forms are available in the departmental offices.

Preliminary Conference

As part of the screening process in some departments, appropriate faculty members review information the applicant has supplied and interview the applicant. In this preliminary conference, consideration is given to factors such as the applicant's academic and professional background, test scores, personal traits, professional goals and aspirations, and other factors that pertain to the ability to complete the program successfully and continue a productive career. The applicant is notified of the decision of the screening committee by the department head within a few days following the preliminary conference. The department head notifies the College of Education Office of Student Services of the decision by returning the appropriately marked declaration of intent form.

Appointment of Advisor and Doctoral Program Advisory Committee

Students accepted for doctoral study will be asked to confer with the appropriate department head regarding the appointment of advisors and program advisory committees. Nominations for appointment to these committees are made by the program chairperson through the department head to the dean of the College.

EdD program advisory committees usually consist of a minimum of three members of the graduate faculty: a chairperson who represents the student's major area of study and who will be the major advisor for the student in program planning and research, and two members (one from outside the department of the College in which the student is majoring) who can also be of assistance in their areas of expertise.

PhD program advisory committees must have at least five members: a chairperson, who is drawn from the graduate faculty and who represents the student's major area of study (the chairperson serves as the major advisor in program planning and research) and four members, one of whom must be from outside the department of the student's major.

Program Planning

As soon as possible after the appointment of the doctoral program advisory committee, but no later than the end of the first semester of doctoral study, the student and the major advisor should convene a meeting of the program advisory committee. At this program-planning meeting, the student provides each member with a formal written summary of graduate study to date. The student and the committee then plan a program of study to meet the academic and professional needs of the student and fulfill all requirements of the program, the College, and the Graduate School. Plan of Study forms for both doctoral degrees may be obtained in the departmental offices.

Official copies of the Plan of Study agreed upon by the student and the committee shall be dated, signed by the committee members and the department head, and distributed to the Office of the Graduate School, to the student's program office for inclusion in the student's program file, to the dean, and to the committee members. Any deviation from the Plan of Study must be approved by the committee and noted by the chairperson on the student's official record. An amended Plan of Study (if needed) must be submitted to the Graduate School when the student submits the form for Admission to Candidacy for Doctoral Degree.

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 for the doctoral degree. Otherwise, a "hold" may be placed on future registrations.

The program advisory committee continues to assist the student in program planning and advisement until the student satisfactorily completes all major and minor comprehensive examinations.

Degree Requirements

For several COE programs, the PhD requires a minimum of 66 hours of graduate study beyond the master's degree, comprising at least 48 hours of coursework and 18 hours of dissertation research. For specific program stipulations and requirements, please consult with the department. The course of study must include no fewer than 24 semester hours in a major field, a minimum of 12 semester hours in foundational coursework, and a minimum of 12 semester hours in research methods. Although there is no longer a college-wide requirement, individual departments may stipulate additional hours for a minor requirement or research methods. Credit hours designated as dissertation research hours in the College of Education cannot be used to meet credit hour requirements for coursework.

The EdD degree requires a minimum of 72 hours of graduate study beyond the master's degree, including at least 60 hours of coursework and 12 hours of dissertation research. The course of study must include no fewer than 24 hours in a major field, a minimum of 12 semester hours in foundational coursework, and a minimum of 12 semester hours in research methods. Credit hours designated as dissertation research hours in the College of Education cannot be used to meet credit hour requirements for coursework.

Students pursuing PhD and EdD degrees in the College of Education must satisfy the following foundations requirement: 12 hours of graduate coursework comprising (1) any BEF or BEP classes or (2) any non-research methods courses outside the student's department. Foundations courses cannot come from the student's major program. Approved by the program study committee, these classes should introduce the student to theoretical discourses and bodies of knowledge that provide a depth and breadth of understanding necessary for fluency with the research, theory, and scholarship foundational to the student's field of inquiry and dissertation research. A 12–15 semester hour research/statistics competency is also required in all PhD and EdD programs.

Additional information is in the Degree Requirements section of this catalog.

Major and Minor Examinations

Each PhD candidate must demonstrate competence in his or her major fields (and minor fields, if required by the department). Each EdD student must demonstrate competence in the broad area of knowledge and any areas of specialization specified in his or her program of study. Written comprehensive examinations are required to determine competence in the student's major (PhD) or broad area of knowledge (EdD); an oral defense of the written examination may be requested. A student who fails a major or minor examination may repeat it only once.

A student may apply to take the comprehensive examination in the major after filing a Plan of Study, completing at least one semester in residence, and obtaining approval of the department head (or the department head's designee) to take the examination. An examination application should be filed with the appropriate department head at least four weeks in advance of the scheduled testing date.

Comprehensive examinations in minor fields or areas of specialization can be taken after the student has completed all coursework in the minor field. The chairperson of the program or department offering the minor or area of specialization may establish evaluating procedures other than a written comprehensive examination.

Dissertation Committee

The dissertation committee, with the director of the dissertation as its chairperson, is responsible for assisting the doctoral student in developing and conducting dissertation research. Once the dissertation committee is formed, the student's program planning committee is disbanded. To form the dissertation committee, the student meets with the chairperson of the program advisory committee to discuss a potential dissertation topic and identify faculty with relevant expertise who by virtue of full membership in the graduate education faculty may chair the dissertation committee. The student then requests such a faculty member to chair the dissertation committee, and together they recommend at least four additional members of the committee, at least one of whom is from outside the department that includes the student's major field of study.

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 form for Appointment/Change of a Doctoral Dissertation Committee.

Selection of the committee chairperson and members should be based on the relationship between the expertise and scholarly interests of the faculty members and the student's proposed dissertation topic. The student and committee chairperson recommend the committee to the program chairperson who recommends the committee to the department head, who in turn recommends the committee to the dean of the College of Education.

The dissertation committee chairperson provides intense counsel in selecting the dissertation problem, developing the proposal, coordinating input from committee members, chairing committee meetings, guiding the student's dissertation research, guiding the writing of the dissertation, and chairing the oral defense of the dissertation. The dissertation committee assists the student in developing the proposal, conducting dissertation research and writing the dissertation, and judges the adequacy of the student's dissertation defense. Close cooperation and involvement of all committee members are expected at all stages of the dissertation process, from the development of the proposal to successful

oral defense of the dissertation. The student, in consultation with the chairperson of the committee, is responsible for scheduling committee meetings.

Dissertation Proposal

The dissertation is a contribution to research and literature in a field. It represents the student's ability to identify a problem; develop an understanding of the relevant literature and previous research in an area of inquiry; formulate cogent research questions or hypotheses; report and discuss results of investigation; and derive conclusions, implications, and recommendations from results. The dissertation proposal is the first major step in this process.

The topic of the dissertation should evolve from the student's academic and professional interests. The topic will not be accepted until the dissertation committee formally meets and approves a comprehensive dissertation proposal. While a student may present a brief prospectus to the committee informally, the acceptance of the complete dissertation proposal is necessary before the student has approval from the committee to pursue the dissertation, and before the student is admitted to candidacy for the doctoral degree.

The dissertation proposal will include an introduction to the problem, a statement of the problem, research questions or hypotheses, a comprehensive review of literature and related research, a description of the methods of inquiry or research methods to be employed in the investigation, and the results of pilot studies (where appropriate). It is expected that the information presented in the proposal will be comprehensive and will include discussion of the areas just mentioned in a form that is essentially the same as the final dissertation. Some departments require a formal prospectus prior to the dissertation proposal.

Prior to the formal proposal meeting of the dissertation committee, the student should confer with all committee members. The written dissertation proposal must be provided to members of the committee at least 10 working days prior to the proposal meeting. The Graduate School policy on article-style dissertations may be found in the Degree Requirement section of this catalog.

Upon acceptance of the dissertation proposal, including completion of any changes recommended by the committee, each committee member will sign the acceptance page of the dissertation proposal. One copy of the signed proposal will be filed with the chairperson of the dissertation committee and one copy will be forwarded to the program chairperson and department head for the student's permanent file. The student is then eligible for admission to candidacy for the degree; the application for admission to candidacy for degree must be completed. The dissertation proposal will be maintained in the program and departmental office until the student completes and successfully defends the dissertation.

Typically, the student's major advisor (chairperson of the dissertation committee) will serve as the chief advisor for the dissertation research and preparation of the dissertation. However, another advisor may be selected if the choice of topic warrants such action. Such a change must be approved by the program chairperson and department head, in consultation with the student. In addition, more than five faculty members may serve on the dissertation committee. Students are encouraged to seek advice and assistance with their research from any member of the dissertation committee and from staff members in the College of Education Research Assistance Laboratory.

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 deadlines, are available at the Graduate School's homepage.

Additional information is in the Degree Requirements section of this catalog. The length of work on dissertation research will vary. In no case shall the student be allowed to take an oral examination on the dissertation before having been admitted to candidacy.

Admission to Candidacy

After approval of the dissertation proposal, and completion of all major and minor examinations, the student is eligible for admission to candidacy for the degree. The Admission to Candidacy for the Doctoral Degree form for the PhD or EdD degree is provided by the Graduate School. The student completes the form; obtains the signatures of the dissertation committee, department head, and other appropriate officials; and has the form forwarded to the dean of the College of Education for signature. The completed candidacy form is submitted to the Graduate School for final approval. The department head reports the results of all comprehensive examinations to the College's Office of Student Services and Certification and to the Graduate School.

No student may be admitted to candidacy in a program requiring teaching experience before completing the minimum number of years of appropriate teaching or other experience acceptable to the dissertation committee. A statement of experience from previous employers may be required.

Once a student has met the requirements for admission to candidacy for a doctoral degree, doctoral students (except those in the DMA program) must pursue completion of the dissertation without interruption by enrolling each semester for at least 3 hours of dissertation research; DMA students must enroll each semester for at least 1 hour of document research. This is true whether or not the student has submitted an application for Admission to Candidacy for the Doctoral Degree. Each PhD student must have completed a minimum of 24 hours of such dissertation work upon completion of the degree. Additional information is in the Degree Requirements section of this catalog.

Oral Examination

Since the dissertation research results from the acceptance of the proposal, a minimum of two semesters normally is anticipated prior to oral defense of the dissertation. This time frame ensures adequate attention to discussion of results, their implications for the field, and recommendations for future scholarship.

When all requirements have been met and the dissertation is completed, the student shall arrange a meeting of the dissertation advisory committee; the student shall distribute copies of the dissertation to the members at least 10 working days prior to this meeting.

At least 10 working days prior to defending the dissertation, the student must 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 student must defend the dissertation satisfactorily in that meeting and must pass any other examinations considered appropriate. The record of the student's performance on the final defense of the dissertation will be noted on the proper forms, in accordance with requirements of the Graduate School. These forms will be signed by committee members.

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 may be suggested by the Graduate School at this time, and these must be completed or reconciled before graduation.

Time Limits for Doctoral Study

All degree requirements 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. 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 previous graduate credit to the doctoral degree if the credit was earned during the six-year period prior to admission to the doctoral program.

Time Limits Extension Request

Only under well-documented, extraordinary circumstances beyond the student's control, a student may petition for a one-semester extension to the seven-year time limit that, if recommended by the department head and approved by the college dean and finally the graduate dean or his designee, will not require the student to validate any out-of-date courses. Validation of out-of-date courses is not an option in the College of Education. If a student fails to complete all degree requirements within nine years of his or her admission to the doctoral program or within a Graduate School approved one-semester extension, the student will be officially suspended from the doctoral program and must reapply for admission.

Repeating Courses When Given an Extension

When requests are made for extension of Graduate School deadlines, and it is deemed that an out-of-date course is integral to the degree program, the dean of the College of Education may request permission of the Graduate School for the course to be repeated. In such instances, both grades shall be used in calculation of the GPA.

Residence Requirements for Doctoral Study

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.

Transfer Credit

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 if approved by the department and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

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.

There are two options for possible transfer of graduate credit at the doctoral level:

1. All doctoral programs: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from a regionally accredited institution if the credit was in-field and was earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA doctoral program. Revalidation (recertification) of credits more than 18 semesters old at the time of admission to a doctoral program is not an option. Only courses in which a student earned a "B" grade or better may be transferred. The student must have attained an overall graduate GPA of "B" or better on all graduate work attempted. Under this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School.
2. PhD Programs Only: 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 24 hours of credit to be applied to the PhD. 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 PhD degree. For departments participating in this program, the use of this option must be indicated on the Plan of Study.

To participate in Option 2, the Plan of Study must be submitted during the first semester of enrollment. If any coursework from the in-field or related-field master's degree was earned more than six years prior to the date of admission, the graduate program director or department head/chair must submit to the Graduate School for evaluation a Field-Related Employment Since Earning Master's Degree form with the student's CV and a PhD Plan of Study.

Consideration of transfer of credit or the acceptance of an earned master's degree as credit toward a PhD program is subject to a final decision by the Graduate School. In either case the student must ensure that the Graduate School has an official transcript of all credit involved. This will ensure that the student and advisor are fully aware of course hours needed when submitting the required Plan of Study, which must be submitted by the time the student completes 30 hours of transfer plus UA coursework. Planning to transfer courses in the penultimate semester or the final semester typically will delay graduation.

Please note that some departments allow fewer than 24 hours of graduate transfer credit. Be sure to check with your department's graduate coordinator regarding your department's transfer policy.

Each department wanting its doctoral students to be able to choose Option 2 needs to "opt in" to this option by informing the graduate dean in writing that they wish to be among the approved departments.

See the Admission Criteria section of this catalog for more information.

General Admission Requirements

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- *If required*, an entrance examination* score of at least 300 on the GRE General Test.

***Entrance examination: The GRE is REQUIRED for the following degree programs:**

- Educational Research, PhD
- Kinesiology, MA (Exercise Science and General Studies in Kinesiology)
- Kinesiology, PhD (Exercise Science only)
- Special Education, PHD

An applicant whose credentials do not meet the above requirements may be considered for admission to some programs if the overall GPA is at least 2.75.

Although GRE scores are not required for admission to many degree programs, a composite GRE score of 300 or better is required for all candidates, irrespective of degree program, who are seeking an appointment as a Graduate Assistant and students who are required or otherwise choose to submit their GRE scores should have composite scores no less than 300 to be considered for admission.

Admission to graduate programs is competitive. Meeting minimum requirements does not guarantee admission, only that students will be reviewed for admission. Applications are reviewed by departmental screening committees with consideration given to such factors as academic and professional backgrounds, test scores, personal traits, professional goals and aspirations, and other factors that pertain to the ability to complete the program successfully and continue a productive career. The Graduate School makes final admissions decisions based on departmental recommendations and the Graduate School's review of applications.

With approval, a student may enroll for one semester only as a non-degree student in the College of Education and is subject to the conditions outlined in this catalog for non-degree students. Responsibility rests with the student to observe the limitations imposed on credit hours, coursework, and transfer of credit.

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.

Admission to the Graduate School is not equivalent to "unconditional admission" to a state-approved educator preparation program.

For Class A and Class AA Instructional Leadership programs, individuals must meet ALSDE requirements for "unconditional admission" before enrolling in ANY instructional leadership courses in the program, as prescribed in the Alabama Administrative Code.

Electronic Learning Management System Requirement

A designated, electronic learning management system is required of all students in programs leading to professional educator certification.

Fingerprinting Requirement

Applicants to a state-approved teacher education 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 MA and EDS 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).

Policies for Out-of-State Students at the Master's Level (Class A) and Educational Specialist Level (Class AA) for Any Area *Except* Educational Administration

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 AA certification is sought," except in a few specified fields.

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 & Certification** for more information.

See the Admission Criteria section of this catalog for more information.

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.

Application for Certification

All students must complete the proper application form for Alabama certification. Forms are available online through the Alabama 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 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 Board 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.

If applicable, applicants for the certificate must also present to the Alabama Department of Education evidence of successful and appropriate educational experience, as follows: for certification as a library/media specialist, two years; as a school counselor or psychometrist, two years; sport management, two years; as an instructional leader, three years. [Effective July 1, 2017, two full years of full-time, acceptable professional educational work experience is required for admission to instructional support programs (Library Media, School Counseling, School Psychometry, and Sport Management).]

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> or 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 Board 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> or 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 Board 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 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 head for information.

Department of Curriculum & Instruction

- Majors
 - Curriculum and Instruction, EdD (p. 499)
 - Curriculum and Instruction, PhD (p. 501)
 - Elementary Education, MA (p. 505)
 - Elementary Education, EdS (p. 503)
 -
-
- Secondary Education, MA (p. 514)
- Secondary Education, EdS (p. 509)
- Literacy Research, Theory and Pedagogy Certificate (p. 498)

Department Head

- Miguel Mantero

Program Coordinators

- Holly Swain, Elementary
- Karen Spector, Secondary
- Miguel Mantero, Doctoral Programs

Professors

- Julianne Coleman
- Miguel Mantero
- Elizabeth K. Wilson

Associate Professors

- Cory Callahan
- Latrise Johnson
- Jonathan Shemwell

- Karen Spector
- Jeremy Zerkowski

Assistant Professors

- Tracey Hodges
- Alison Hooper
- Todd Hutner
- Jee Kyung Suh
- Casedy Thomas
- Sheunghyun Yeo

Clinical Professor

- Melisa Fowler

Clinical Associate Professors

- Lisa Matherson
- Emily Sims
- Holly Swain

Clinical Assistant Professor

- Cailin Kerch

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

CIE523 Teaching Visual Arts

Hours 3

This course will focus on the practice of teaching art education in pre-kindergarten, primary, middle and secondary levels. The theory supporting engaging art education and the available and appropriate tools, strategies and resources will be investigated. Students will develop a working knowledge of art materials and methods appropriate for each level of growth.

Prerequisite(s): CSE 390, EDU 200, SPE 500, CEE 320, BEF 510

Prerequisite(s) with concurrency: CIE 592, CRD 512

CIE524 Improving Visual Arts Instruction

Hours 3

This course will focus on the practice of teaching visual arts education in pre-kindergarten, primary, middle and secondary levels. The theory supporting engaging visual arts education and the available and appropriate tools, strategies and resources will be investigated. Students will develop a working knowledge of art materials and methods appropriate for each level of growth.

Prerequisite(s): CSE 390, EDU 200, SPE 500, CRD 512, BEF 510, CIE 523, CIE 592

Prerequisite(s) with concurrency: EDU 500 and CIE 597

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](#)

Faculty

Department Head

Miguel Mantero

Program Coordinators

Holly Swain, Elementary

Karen Spector, Secondary

Miguel Mantero, Doctoral Programs

Professors

Julianne Coleman

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Casedy Thomas

Sheunghyun Yeo

Clinical Professor

Melisa Fowler

Clinical Associate Professors

Lisa Matherson

Emily Sims

Holly Swain

Clinical Assistant Professor

Cailin Kerch

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.

Curricular Requirements

Code and Title	Hours	
Select 12 hours from the following:		
CSE 690 Advanced Seminar	12	
CEE 690 Advanced Seminar		
CRD 690 Advanced Seminar Crd		
CIE 627 Second Language Literacy		
CIE 606 New Literacies		
CIE 609 Discourse & Pedagogy	3	
CRD 653 Literacy Foundations P-12		
Choose ONE of the following electives		
CIE 610 Effective Teaching		
CIE 620 Design Res Classrm Teach		
CIE 640 Sem Teachr Educ Program	15	
CIE 645 Prof Cont: Tchng & Lrning Com		
CIE 660 Cognitive Perspectives		
CIE 670 Critical Inquiry Curric Pedago		
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. 13).

Time Limit for Certificate Completion Requirements

Coursework must be completed in six (6) years.

Graduate School information on Time Limits (p. 23).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Curriculum and Instruction, Ed.D.

The Ed.D program in the Department of Curriculum and Instruction is designed to develop the contextually-driven and purposive capacities required to independently conduct research and nurture the skills necessary to conduct place-based, applied research in support of communities, schools, teachers, and educational leaders in higher education. Ed.D. program graduates take faculty positions in Colleges of Education, leadership positions in pre-K-12 schools, and various administrative positions in governmental agencies, such as the Alabama State Department of Education.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A grade point average of 3.0/4.0 overall for a completed, relevant master's degree program
- Curriculum Vitae
- Statement of Purpose
- Three (3) letters of recommendation

A preferred qualification is for two years of experience in related professions, designing curriculum, or instructing learners at any level, in the U.S. or abroad.

Under exceptional circumstances, an applicant who does not meet the GPA requirement may be offered Admission with Permission to Continue.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

1. Students will take 42 hours minimum in departmental coursework as follows.
 - a. Students choose 12 hours of departmental doctoral core coursework consistent with their primary area of interest from a set of courses offered by the department.
 - b. To include CIE 693 Workshop (3 hours). Required introductory seminar for Curriculum and Instruction doctoral students.

c. To include CIE 675 Emergent Multilinguals (3 hours) or another diversity/ESL course.

d. Other coursework (24 hours) is related to the student's primary professional area of interest and is identified collaboratively with the doctoral program committee.

2. Students will take 18 hours of support coursework in research including 15 required hours and 3 hours of electives. Required coursework will include: BER 540 Statistical Methods In Educ; BER 631 Inqy As Interp: Qual I; BER 632 Reflect Resist: Qual II; BER 640 Adv Statistical Methods in Ed; and CIE 620 Design Res Classrm Teach.
3. Students will take 12 hours of humanistic/behavioral support coursework of their choice from a wide range of applicable coursework within the College of Education and the university.
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.
5. Total coursework will be 72 hours plus a minimum of 12 hours additional dissertation credit equaling a minimum of 84 hours.

Current Departmental Doctoral Core Coursework		Hours
Doctoral Core (required 12 hours minimum)		12
CIE 605	Tch Prac Across World	
CIE 606	New Literacies	
CIE 609	Discourse & Pedagogy	
CIE 610	Effective Teaching	
CIE 630	Curric Classroom Teacher	
CIE 640	Sem Teachr Educ Program	
CIE 645	Prof Cont: Tchng & Lrning Com	
CIE 660	Cognitive Perspectives	
CIE 670	Critical Inquiry Curric Pedago	
CEE 690 or	Advanced Seminar	
CSE 690	Advanced Seminar	
Doctoral Seminar Required		Hours
CIE 693	Workshop	3
Required Doctoral Course Required		Hours
CIE 675	Emergent Multilinguals	3
Coursework Relevant to Specific Research Area of Interest		Hours
Required 24 hours minimum related to the student's primary professional area of interest		24
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 content disciplinary coursework in other departments across the university such as history, chemistry, communications, Spanish, or algebraic topology.		
CIE 644	Student Teach Supervision	
CIE 621	Writing Academic Pub	
CIE 656	Sem For Language Eductn Resear	
CRD 690	Advanced Seminar Crd	
CEE 616	Adv Soc Studies Elem Sch	
CSE 663	Sec School English	

CIE 686	Research on Science Teaching	
CIE 656	Sem For Language Eductn Resear	
Research Coursework		Hours
Required 15 hours		
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
CIE 620	Design Res Classrm Teach	3
Electives		Hours
Required 3 elective hours		
Suggested Choices:		
BER 603	Survey Research In Educ	
BER 633	Ethics & Aesthc:Qual III	
BER 660	Eval I:Theory & Practice	
BER 665	Mixed Methods Research Design	
BER 558	Psychometric Theory	
BER 642	Advanced Regression Methods	
CEE 695	Practicum	
CSE 695	Practicum	
Behavioral/Humanistic Coursework		Hours
Required 12 hours minimum of humanistic/behavioral coursework		12
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	
Dissertation Hours		Hours
Required 12 hours		
CEE 699 or	Dissertation Research	12
CSE 699	Dissertation Research	

Transfer Credit

Graduate School information on Transfer Credit (p. 13).

Doctoral Plan of Study Requirement

Within 30 hours or less, students will submit a Plan of Study, which will be agreed upon with a program of study committee. The committee includes the major advisor and a minimum of four additional faculty, one of whom must be external to the department and at least three of whom hold faculty lines within the department. At least three of the committee members must have Full Graduate Faculty status.

Graduate School information on the Doctoral Plan of Study (p. 23).

Comprehensive Exams

The Ed.D. program will require a comprehensive examination when coursework is within six-twelve hours or less of completion. The comprehensive examination will be developed and scored by the doctoral program committee, which includes the major advisor. Should a student

fail the examination, the student will have one more opportunity to take and pass the comprehensive examination.

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 6-12 credit hours of coursework remaining in their program. The student's program of study must have been completed and 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—Autherine 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.

Procedures

Students will be provided with 3 questions relative to their expertise and research interests that are to be completed independently. The 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 SCTL or elementary program secretary. The completed exam must be returned electronically to the SCTL or elementary education 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 (see <http://education.ua.edu/academics/ci/>). 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 not exceed 10 double-spaced pages with one-inch margins. The written comprehensive exam is considered to be passed when all questions are passed. The committee has the option of requiring an oral defense of the comprehensive exam, in which case a student passes the exam only they pass both the written and oral portions.

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. 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.
 - A student who fails the second attempt at comprehensive exams will be dismissed from the degree program and from the Graduate School (Graduate Catalog Policies 4.11.1, 4.11.2, 4.11.3)

Graduate School information on Comprehensive Exams (p. 23).

Admission to Candidacy Requirements

Upon successful completion of the comprehensive examination, 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. When the dissertation proposal has been deemed acceptable, the student is admitted to candidacy once the Admission to Candidacy Form is signed by the committee.

Graduate School information on Admission to Candidacy (p. 23).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 23).

Dissertation Requirements

Once admitted to candidacy, the student will 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 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. 23).

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p. 23).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

Curriculum and Instruction, Ph.D.

The PhD program in the Department of Curriculum & Instruction is designed to assist in developing the skills and capacities required to independently conduct scholarly research on many different scales. The courses and programs of study allow for flexibility to address a variety of interests, differences, and directions as framed by the many epistemic, rhetorical, and contextual approaches available to researchers in the field of education.

Admission Requirements

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A grade point average of 3.0/4.0 overall for a completed, relevant master's degree program
- Curriculum Vitae
- Statement of Purpose
- Three (3) letters of recommendation

A preferred qualification is for two years of experience in related professions, designing curriculum, or instructing learners at any level, in the U.S. or abroad.

See the Admission Criteria section of this catalog for more information.

Curriculum Requirements

1. Students will take 48 hours minimum in courses related to their major area of research interest in Curriculum and Instruction.
2. Students will take 24 hours of support coursework in educational research and humanistic/behavioral studies.
3. Students will take 6 hours of free electives, such as additional educational research courses.
4. Students will take 18 hours of dissertation.
5. Total coursework, including the dissertation hours, will be 96 hours.
6. At the discretion of the major advisor, it may be possible to transfer in 24 credit hours from a relevant master's degree program or Ed.S. program.

Major Courses		Hours
Required 48 hours		
Select 4 courses (12 hours):		12
CIE 605	Tch Prac Across World	
CIE 606	New Literacies	
CIE 609	Discourse & Pedagogy	
CIE 610	Effective Teaching	
CIE 630	Curric Classroom Teacher	

CIE 640	Sem Teachr Educ Program
CIE 645	Prof Cont: Tchng & Lrning Com
CIE 660	Cognitive Perspectives
CIE 670	Critical Inquiry Curric Pedago
CEE 690 or	Advanced Seminar
CSE 690	Advanced Seminar
CSE 690 or	Advanced Seminar
CEE 690	Advanced Seminar

Required Doctoral Seminar	Hours
CIE 693	Workshop
	3

Coursework related to Specific Research Interest	Hours
Select 11 Courses (33 hours) - Examples Include:	33

CIE 644	Student Teach Supervision
CIE 621	Writing Academic Pub
CIE 656	Sem For Language Eductn Resear
CRD 690	Advanced Seminar Crd
CEE 616	Adv Soc Studies Elem Sch
CSE 663	Sec School English
CIE 627	Second Language Literacy
CIE 686	Research on Science Teaching

Support Coursework	Hours
Required 24 hours	

Educational Research Coursework – Select 8 courses from the following:

BEF 504	Philosophy Of Educ
BER 540	Statistical Methods In Educ
BER 631	Inqry As Interp: Qual I
BER 632	Reflect Resist: Qual II
BER 640	Adv Statistical Methods in Ed
BEF 641	Studies Social Foundatn Eductn
BEF 607	Readings In Soc Of Ed
BEF 640	Studies History Of Education
BEF 585	Language Politics & Education
BEP 650	The Psychology of Morality
BEP 670	Methods & Trends in Ed. Neuro.

Free Electives	Hours
Minimum 6 hours	

Examples include:

BER 603	Survey Research In Educ
BER 633	Ethics & Aesthc:Qual III
BER 660	Eval I:Theory & Practice
BER 558	Psychometric Theory
BER 642	Advanced Regression Methods
CIE 620	Design Res Classrm Teach
CSE 695 or	Practicum
CEE 695	Practicum

Dissertation Hours	Hours
CEE 699 or	Dissertation Research
CSE 699	Dissertation Research
	18

Transfer Credit

At the discretion of the major advisor, it may be possible to transfer 24 credit hours from a relevant master's degree program or EdS program.

Graduate School information on Transfer Credit (p. 18).

Doctoral Plan of Study

Within 30 hours or less, students will submit a Plan of Study, which will be agreed upon with a program of study committee. The committee includes the advisor 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 the department. At least three of the committee members must have Full Graduate Faculty status.

Graduate School information on the Doctoral Plan of Study (p. 23).

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 6-12 credit hours of coursework remaining in their program. The student's program of study must have been completed and 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—Aatherine 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.

Procedures

Students will be provided with three (3) questions relative to their expertise and research interests that are to be completed independently. The 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 SCTL or elementary program secretary. The completed exam must be returned electronically to the SCTL or elementary education 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 (see <http://education.ua.edu/academics/ci/>). 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 not exceed 10 double-spaced

pages with one-inch margins. The written comprehensive exam is considered to be passed when all questions are passed. The committee has the option of requiring an oral defense of the comprehensive exam, in which case a student passes the exam only they pass both the written and oral portions.

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. 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.

A student who fails the second attempt at comprehensive exams will be dismissed from the degree program and from the Graduate School (Graduate Catalog Policies 4.11.1, 4.11.2, 4.11.3)

Graduate School information on Comprehensive Exams (p. 23).

Admission to Candidacy

Upon successful completion of the comprehensive examination, 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. When the dissertation proposal has been deemed acceptable, the student is admitted to candidacy once the Admission to Candidacy Form is signed by the committee.

Graduate School information on Admission to Candidacy (p. 23).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 23).

Dissertation Requirements

Dissertation Research, Writing, and Defense

Once admitted to candidacy, the student will complete the dissertation research proposed under the supervisor of the Major Advisor and dissertation committee. Upon completion of the dissertation research, which includes the submission of a draft 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. 23).

Time Limits for Degree Completion

Graduate School information on Time Limits (p. 23).

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. 206).

Academic Grievances

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 23).

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

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- three letters of recommendation
- 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

Applications are accepted each semester.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

This course listing applies to those who begin this program June 1, 2019. 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
Foundations of Professional Studies:	
(Choose one of the following SDE approved diversity courses. Additional options may be available; please contact the Office of Student Services for information.)	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	
Educational Research: ^{1, 2}	
(Choose ONE from the following.)	3
BER 540 Statistical Methods In Educ	
BER 600 Survey of Educational Research	
BER 603 Survey Research In Educ	
BER 631 Inqry As Interp: Qual I	
BER 550 is 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.	
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
Additional Requirements:	
CEE 695 or Practicum	3
CIE 620 Design Res Classrm Teach	
or additional research course approved by advisor	
Elective:	
Advisor-approved elective	3
Special Education Coursework:	
SPE 500 is only required if a special education survey course was not part of the undergraduate program or another graduate program.	0-3
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
Total Hours	30-33

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.

A current program checklist may be obtained from the departmental office in 204 Autherine Lucy Hall. A maximum of 6 hrs of approved transfer credit (maximum of nine hours from UAB/UAH) may be applied toward the degree.

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. 21).

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. 21).

Fieldwork/Practicum/Internship Requirements

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 I - Thesis Process Requirements

The Action Research Prospectus and Project are required for graduation.

Plan II - Non-Thesis Process Requirements

EdS students 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 register for 3 hours of the course with their advisor. 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 completed with advisor approval for submission to Checkpoint #3 in the requisite electronic portfolio required for graduation. Students must earn a B on their Action Research Project to be approved for graduation.

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Student Progress Requirement

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 in their requisite Electronic Portfolio. Passing at the Developing Level on the Electronic Portfolio and Dispositions Rubrics is required for moving forward in the program at Checkpoints #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 Electronic Portfolio at Checkpoints #1, #2, and #3 at the developing level or higher

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic 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." 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 Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

Certification

The Alabama State Board 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.

Elementary Education, MA

Traditional Class A Program

The department offers a traditional Class A program for those with 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.

Admissions

Admission requirements for the Graduate School (Admission Criteria (p. 7)) and the College of Education (General Admission (p. 494)) are detailed in earlier sections of this catalog.

See the Admission Criteria section of this catalog for more information.

Admission Requirements for Traditional Class A Elementary (K-6) Certification

In addition to meeting admission requirements for the Graduate School and the College of Education, applicants must hold appropriate prior certification in Elementary Education (or the approved equivalent). Fingerprinting/background clearance is also required for admission.

Admission Requirements for Alternative Class A Elementary (K-6) certification and Early Childhood (P-3) (Nontraditional, Initial Teacher Certification Program)

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.
- **Degree requirement:** An appropriate bachelor's degree from a regionally accredited institution with a minimum overall GPA of 2.75 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.
- **Fingerprinting/background clearance**

Admission Requirements for the Non-Certification Overseas Program for Elementary Education, MA

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 1, 2019, 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.

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.

Traditional Class A Elementary Education (K-6)		Hours
Curriculum and Instruction		
CEE 532	Early Child/Elem Sch Curric	3
CEE 574	Guid Early Chld/Elem Pupil Lea	3
Foundations of Professional Studies		
(Choose ONE of the following SDE approved diversity courses. Additional options may be available. Students should contact the Office of Student Services for information.)		3
BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadership	
BEF 681	Ethics And Education	
Educational Research		
BER 500	Intro Educatn Research	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
Teaching Field		
(Select 12 hours from the following courses. Include at least one specialty option with two courses. Two specialty options are strongly recommended.)		12
CEE 565	Clas & Mod Lit Early Child/Ele	
& CEE 517	and Lang Arts In Elemetry Sch	
CRD 510	Expanding Reading	
& CRD 511	and Begin Rding Pre-K-Prim Grades	
CEE 580	Concepts of EC/ELE School Math	
& CEE 581	and Early Child/Elem Math Curr Res	
CEE 515	Science Early Childhood/Elem	
& CEE 525	and Issues Trends Early Child/Elem	
CEE 516	Social Sci in Early Child/Elem	
& CEE 526	and Imp Early Child/Elem Soc Stu	
Additional Requirements/Electives		
CAT 531	Computer Based Instruction	3

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	30-36

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 1, 2019, 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
Curriculum and Instruction (Choose ONE course.):	
CEE 532 or Early Child/Elem Sch Curric	3
CEE 574 Guid Early Chld/Elem Pupil Lea	
Foundations of Professional Studies	
BEF 510 Phil Hist Socl Founds Ed *	3
Technology	
CAT 531 Computer Based Instruction	3
Teaching Field	
CEE 401 Managing Effective Classrooms	3
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
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	6
EDU 500 Internship Seminar	1
Total Hours	40-43

Footnotes

* Approved diversity 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.

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:	3
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.	15
CEE 515 Science Early Childhood/Elem	
CEE 516 Social Sci in Early Child/Elem	
CEE 517 Lang Arts In Elemetry 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	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
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 Academc 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, credits used for the previous Class B certificate may not be used for this program.

Graduate School information on Transfer Credit (p. 18).

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. 18)

Fieldwork/Practicum/Internship Requirements

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.

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 Requirements

Graduate School information on Time Limits (p. 18).

Student Progress Requirements

Traditional Class A Elementary Education (K-6)

Students are monitored for progress at Checkpoints #1, #2, and #3 in their requisite Electronic Portfolio. Passing at the Developing Level 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.

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 Electronic Portfolio 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 in their requisite Electronic Portfolio. Passing at the Developing Level 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.

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 Electronic Portfolio 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 in their requisite Electronic Portfolio. Passing at the Developing Level 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.

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 Electronic Portfolio at Checkpoints #1, #2, and #3 at the developing level or higher

Additional Academic Requirements

For the Alternative Class A program, a passing score on the appropriate Praxis subject assessments are required.

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

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 Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

Certification

Traditional Class A Elementary Education (K-6)

The Alabama State Board of Education grants Class A professional educator certification in Elementary Education (K-6). 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). 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 Elementary (K-6) certification and Early Childhood (P-3)

The Alabama State Board of Education grants Class A professional educator certification in Elementary Education (K-6) and Early Childhood (P-3). 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).

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
- Physics
- Social Science (comprehensive)

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 in 204 Autherine Lucy Hall. 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.

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.

Students must be certain that their planned programs meet all certification requirements according to programs approved by the state department of education. Approved program checklists are available from the program office.

NOTE: The comprehensive fields of general science, general social science, 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 or TH
- General science must include courses from at least two of the following areas: BSC, CH, PH or GEO.
- General social science must include courses from at least two of the following areas: HY, SOC, PY, PSC, GY or EC

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.

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	
Foundations of Professional Studies:	
Choose ONE of these SDE approved diversity courses:	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	
Educational Research:	
Choose BER 540, BER 600, or BER 631.	3
Teaching field courses (advisor approved, graduate level)	12
Additional Requirements:	
CIE 625 Res Sem Science Curriculum	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

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	
Foundations of Professional Studies:	
Choose ONE of these SDE approved diversity courses:	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	
Educational Research:	
Choose BER 540, BER 600, or BER 631.	3
Teaching field courses (advisor approved, graduate level)	12
Additional Requirements:	
CIE 625 Res Sem Science Curriculum	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

English Language Arts (6-12), Class AA

Code and Title Hours

Required Courses:

CSE 663	Sec School English	3
CSE 670	Res & Theory In Sec Ed	3
CSE 693 or CSE 697	Advanced Workshop Specialist Degree Res	3

Foundations of Professional Studies:

Choose ONE of these SDE approved diversity courses: 3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	

Educational Research:

Choose BER 540, BER 600, or BER 631. 3

Teaching field courses in at least two areas of ELA (advisor approved, graduate level) 12

Additional Requirements:

CRD 690 Advanced Seminar Crd 3
or advisor approved elective

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

English for Speakers of Other Languages (P-12), Class AA

Code and Title Hours

Curriculum and Teaching:

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

Foundations of Professional Studies:

Choose ONE of these SDE approved diversity courses: 3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	

Educational Research:

Choose BER 540, BER 600, or BER 631. 3

Teaching field courses (advisor approved, graduate level) 12

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

Curriculum and Teaching:

Required 3-hour course (see advisor)	3	
CSE 670 Res & Theory In Sec Ed	3	
CSE 693 or CSE 697	Advanced Workshop Specialist Degree Res	3

Foundations of Professional Studies:

Choose ONE of these SDE approved diversity courses: 3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	

Educational Research:

Choose BER 540, BER 600, or BER 631. 3

Teaching field courses in ONE foreign language (advisor approved, graduate level) 12

Additional Requirements:

CIE 656 Sem For Language Eductn Resear 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 (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

Foundations of Professional Studies:

Choose ONE of these SDE approved diversity courses: 3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	

Educational Research:

BER 540 or Statistical Methods In Educ 3

BER 631 Inqry As Interp: Qual I

Teaching field courses in ONE foreign language (advisor approved, graduate level)	12
Additional Requirements:	
CIE 656 Sem For Language Eductn Resear	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

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 Advanced Workshop	3
CSE 697 Specialist Degree Res	
Foundations of Professional Studies:	
Choose ONE of these SDE approved diversity courses:	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	
Educational Research:	
Choose BER 540, BER 600, or BER 631.	3
Teaching field courses in at least two areas: BSC, PH, CH, or GEO (advisor approved, graduate level)	12
Additional Requirements:	
CIE 625 Res Sem Science Curriculum	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

General Social Science (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 Advanced Workshop	3
CSE 697 Specialist Degree Res	
Foundations of Professional Studies:	
Choose ONE of these SDE approved diversity courses:	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	

Educational Research:	
Choose BER 540, BER 600, or BER 631.	3
Teaching field courses in at least two areas: HY, SOC, PY, PSC, GY, or EC (advisor approved, graduate level)	12
Additional Requirements:	
CIE 626 Res Sem Social Studies Curricl	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

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 Advanced Workshop	3
CSE 697 Specialist Degree Res	
Foundations of Professional Studies:	
Choose ONE of these SDE approved diversity courses:	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	
Educational Research:	
Choose BER 540, BER 600, or BER 631.	3
Teaching field courses (advisor approved, graduate level)	12
Additional Requirements:	
CIE 626 Res Sem Social Studies Curricl	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

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 Advanced Workshop	3
CSE 697 Specialist Degree Res	
Foundations of Professional Studies:	
Choose ONE of these SDE approved diversity courses:	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	

BEF 681	Ethics And Education	
Educational Research:		
Choose BER 540, BER 600, or BER 631.		3
Teaching field courses (advisor approved, graduate level)		12
Additional Requirements:		
CIE 626	Res Sem Social Studies Curricl	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

Mathematics (6-12), Class AA

Code and Title	Hours	
Required Courses:		
CSE 666	Sec School Mathematics	3
CSE 670	Res & Theory In Sec Ed	3
CIE 680	Sem In Math Educ Research	3
CSE 693 or	Advanced Workshop	3
CSE 697	Specialist Degree Res	
Foundations of Professional Studies:		
Choose ONE of these SDE approved diversity courses:		3
BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	
Educational Research:		
Choose two from BER 540, BER 600, and BER 631.		6
Teaching field courses (advisor approved, graduate level)		10-12
Additional Requirements:		
CSE 675 is required if CSE 575 was not completed in the MA program.		0-3
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		31-39

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	
Foundations of Professional Studies:		
Choose ONE of these SDE approved diversity courses:		3
BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	

BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	
Educational Research:		
Choose BER 540, BER 600, or BER 631.		3
Teaching field courses (advisor approved, graduate level)		12
Additional Requirements:		
CIE 625	Res Sem Science Curriculum	3
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

Transfer Credit

Courses applied to the master's degree may not be transferred to the EdS degree.

Graduate School information on Transfer Credit (p. 21).

Comprehensive Exams

In lieu of a Comprehensive Exam, candidates will submit a Comprehensive, Advanced Portfolio. Due in the last semester of the program, the final portfolio 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.

Graduate School information on Comprehensive Exams (p. 21).

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.

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

Student Progress Requirement

Students submit an Advanced Portfolio 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 Advanced Portfolio with 2/4 (Developing) or better on all items in order to graduate.

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

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

Information on the Application for Graduation (p. 21).

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. The extensive professional portfolio completed by candidates will be used as a comprehensive assessment in lieu of a comprehensive exam.

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.

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.

Secondary Education, MA

Traditional Class A and Alternative Class A certification programs in Secondary Education (6-12) are available in

- Biology
- Chemistry
- English for Speakers of Other Languages
- English Language Arts (comprehensive)
- Foreign Language (French, German, Latin, or Spanish)
- General Science (comprehensive)
- Geography
- History
- Mathematics
- Physics
- Reading Specialist (P-12, traditional Class A only)
- Social Science (comprehensive)

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.

Admission Requirements

Admission Requirements for Traditional Class A Programs

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must:

- hold appropriate prior certification.

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.

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.
- **Degree requirement:** An appropriate bachelor's degree from a regionally accredited institution with a minimum overall GPA of 2.75 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 at the secondary level (English Language Arts, General Science, or General Social Science), 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 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.
- **Fingerprinting/background clearance**

Fingerprinting Requirement

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 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).

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.

Overseas Programs

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

See the Admission Criteria section of this catalog for more information.

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 Science, 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 Science must include courses from at least two of the following areas: HY, SOC, PY, PSC, GY, and EC

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 B General Science certification who completes teaching field coursework only in biology must earn a passing score on the *Praxis* for biology to earn Class A Biology 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 1, 2017. 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 1, 2017 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 Science (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
Teaching field courses (graduate level HY, SOC, PY, PSC, GY or EC) *	12
Foundations of Professional Studies:	
Choose one of these SDE approved diversity courses:	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	
Educational Research:	
BER 500 Intro Educatn Research	3
Additional requirements/electives:	
CAT 531 Computer Based Instruction	3
Advisor approved elective	3
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 fields (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
Teaching field courses (graduate level, advisor approved)		12
Foundations of Professional Studies:		
Choose one of these SDE approved diversity courses:		3
BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	
Educational Research:		
BER 500	Intro Educatn Research	3
Additional requirements/electives:		
CAT 531	Computer Based Instruction	3
Advisor approved elective		3
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

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
Teaching field courses (graduate level) 12	
Foundations of Professional Studies:	
Choose one of these SDE approved diversity courses:	
BEF 503	History Of Amer Educn
BEF 507	Sociology Of Education
BEF 534	Multicultural Education
BEF 575	Found Educn Through Film
BEF 607	Readings In Soc Of Ed
BEF 650	Critical Race Theory In Educ
BEF 667	Multicult Soc Ed Leadershp
BEF 681	Ethics And Education
Educational Research:	
BER 500	Intro Educatn Research 3
Additional requirements/electives:	
CAT 531	Computer Based Instruction 3
Advisor approved elective 3	
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	Imprvg 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	Imprvg English Instr 3
Teaching field courses (graduate level EN, JCM, COM or TH) * 12	
Foundations of Professional Studies:	
Choose ONE of these SDE approved diversity courses:	
BEF 503	History Of Amer Educn
BEF 507	Sociology Of Education
BEF 534	Multicultural Education
BEF 575	Found Educn Through Film
BEF 607	Readings In Soc Of Ed
BEF 650	Critical Race Theory In Educ
BEF 667	Multicult Soc Ed Leadershp
BEF 681	Ethics And Education
Educational Research:	
BER 500	Intro Educatn Research 3
Additional requirements/electives:	
CAT 531	Computer Based Instruction 3
Advisor approved elective 3	
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 fields (EN, JCM, COM or TH)

Mathematics Concentration

Code and Title	Hours
Select 500 Level or above Course in Math 10-12	
Math	
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
Teaching field courses (graduate level, advisor approved)	10-12
Foundations of Professional Studies:	
Choose one of these SDE approved diversity courses:	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	

Educational Research:

BER 500 Intro Educatn Research	3
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Additional requirements/electives:

CIE 560 Princples Math Ed Equity Acces	3
CAT 531 or advisor approved tech	3

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
Teaching field courses (graduate level BSC, CH, PH, or GEO) *	12
Foundations of Professional Studies:	

Choose one of these SDE approved diversity courses: 3

BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	

Educational Research:

BER 500 or Intro Educatn Research	3
CSE 595 Practicum	

Additional requirements:

CAT 531 Computer Based Instruction	3
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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 fields (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
Teaching field courses (graduate level)	12
Foundations of Professional Studies:	
Choose ONE of these SDE approved diversity courses:	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	

Educational Research:

BER 500 Intro Educatn Research	3
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Additional requirements:

CAT 531 Computer Based Instruction	3
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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

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	Improv Science Instr	3
Teaching field courses (graduate level, advisor approved)		12
Foundations of Professional Studies:		
Choose ONE of these SDE approved diversity courses:		3
BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadership	
BEF 681	Ethics And Education	
Educational Research:		
BER 500 or	Intro Educatn Research	3
CSE 595	Practicum	
Additional requirements:		
CAT 531	Computer Based Instruction	3
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

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	Improv Science Instr	3
Teaching field courses (graduate level, advisor approved)		12
Foundations of Professional Studies:		
Choose one of these SDE approved diversity courses:		3
BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadership	
BEF 681	Ethics And Education	
Educational Research:		
BER 500 or	Intro Educatn Research	3
CSE 595	Practicum	
Additional requirements:		
CAT 531	Computer Based Instruction	3
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

Additional Teaching Fields and Overseas Program

Biology (6-12), Alternative Class A

Code and Title	Hours	
Curriculum and Teaching:		
CSE 565	Improv Science Instr	3
CSE 592	Field Work	3
CSE 586	Teach Sec School Science	3
Teaching field courses (advisor approved, graduate level)		12
Professional Studies:		
BEF 510	Phil Hist Socl Found Ed *	3
Evaluation of Teaching and Learning:		
BER 550	Eval Classroom Learning	3
Literacy:		
CRD 512	Impr Read Second Schools	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	6
EDU 500	Internship Seminar	1
Total Hours		37-40

Footnotes

* SDE approved diversity course

Chemistry (6-12), Alternative Class A

Code and Title	Hours	
Curriculum and Teaching:		
CSE 565	Improv Science Instr	3
CSE 592	Field Work	3
CSE 586	Teach Sec School Science	3
Teaching field courses (advisor approved, graduate level)		12
Professional Studies:		
BEF 510	Phil Hist Socl Found Ed *	3
Evaluation of Teaching and Learning:		
BER 550	Eval Classroom Learning	3
Literacy:		
CRD 512	Impr Read Second Schools	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	6
EDU 500	Internship Seminar	1
Total Hours		37-40

Footnotes

* SDE approved diversity course

English for Speakers of Other Languages (P-12), Traditional Class A

Code and Title	Hours
Required Courses:	
CIE 582 Dev Util Instr Matrls	3
Foundations of Professional Studies:	
BEF 534 Multicultural Education *	3
Technology:	
CAT 531 Computer Based Instruction	3
Educational Research:	
CIE 578 Second Lang Test Assess Evaln	3
Teaching Field:	
CIE 579 Tch English For Lang Prog/Pol	3
CIE 576 Linguistics Classroom Teachers *	3
CIE 577 Second Language Acquisition *	3
Choose ONE from CRD 510 or CRD 511 or CEE 565 or CSE 555	3
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

* SDE approved diversity course

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
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 592 Field Work	3
Summer Block in Cultural and Linguistic Immersion: Choose CIE 594 via Summer FL Study Abroad OR one advisor approved graduate course providing immersion in a foreign language and/or culture.	3
Professional Studies:	
BEF 510 Phil Hist Socl Founds Ed *	3
Evaluation of Teaching and Learning:	
CIE 578 Second Lang Test Assess Evaln	3
Literacy:	
CRD 512 Impr Read Second Schools	3
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	6

EDU 500 Internship Seminar	1
Total Hours	37-40

Footnotes

* SDE approved diversity course

English Language Arts (6-12), Alternative Class A

Code and Title	Hours
Curriculum and Teaching:	
CSE 579 Teach Sec School English	3
CSE 592 Field Work	3
CSE 563 Improvg English Instr	3
Teaching field courses (graduate level EN, JCM, COM, or TH) **	12
Professional Studies:	
BEF 510 Phil Hist Socl Founds Ed *	3
Evaluation of Teaching and Learning:	
BER 550 Eval Classroom Learning	3
Literacy:	
CRD 512 Impr Read Second Schools	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	6
EDU 500 Internship Seminar	1
Total Hours	37-40

Footnotes

* SDE approved diversity course

** Teaching field courses must include at least two fields (EN, JCM, COM, or TH).

French, German, Latin, 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
Teaching field courses in one foreign language (advisor approved, graduate level)	12
Foundations of Professional Studies:	
(Choose BEF 534 or ONE advisor-approved course from these SDE approved diversity courses.)	3
BEF 534 Multicultural Education	
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadership	
BEF 681 Ethics And Education	
Educational Research:	
CIE 578 or BER 500 Second Lang Test Assess Evaln Intro Educatn Research	3
Additional requirements/electives:	

CAT 531	Computer Based Instruction	3
Advisor-approved elective		3
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

French, German, Latin, OR Spanish (6-12)-Alternative Class A

Code and Title	Hours
Curriculum and Teaching:	
CIE 567	Improv Foreign Lang Instruct 3
CIE 580	Teaching Foreign Languages * 3
CIE 592	Field Work * 3
Teaching field courses in ONE foreign language (advisor approved, graduate level) *** 12	
Foundations of Professional Studies:	
BEF 510	Phil Hist Socl Founds Ed ** 3
Evaluation of Teaching and Learning:	
CIE 578	Second Lang Test Assess Evaln 3
Literacy:	
CRD 512	Impr Read Second Schools 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 6
EDU 500	Internship Seminar 1
Total Hours	37-40

Footnotes

- * CIE 580 and CSE 592 must be taken concurrently.
 ** SDE approved diversity course
 *** 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.

French, German, Latin, OR Spanish (P-12), Traditional Class A

Code and Title	Hours
Required Courses:	
CEE 574	Guid Early Chld/Elem Pupil Lea 3
CSE 530	Mod Sec School Program 3
CIE 567	Improv Foreign Lang Instruct 3
CIE 578	Second Lang Test Assess Evaln 3
Teaching field courses in ONE foreign language (advisor approved, graduate level) 12	
Foundations of Professional Studies:	
(Choose BEF 534 or ONE advisor-approved course from these SDE approved diversity courses.) 3	
BEF 534	Multicultural Education
BEF 503	History Of Amer Educn
BEF 507	Sociology Of Education
BEF 575	Found Educn Through Film
BEF 607	Readings In Soc Of Ed

BEF 650	Critical Race Theory In Educ	3
BEF 667	Multicult Soc Ed Leadershp	3
BEF 681	Ethics And Education	3

Additional requirements:

CAT 531	Computer Based Instruction	3
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

French, German, Latin, OR Spanish (P-12)-Alternative Class A

Code and Title	Hours
Curriculum and Teaching:	
CIE 567	Improv Foreign Lang Instruct 3
CIE 580	Teaching Foreign Languages * 3
CIE 592	Field Work * 3
Teaching field courses in ONE foreign language (advisor approved, graduate level) *** 12	
Foundations of Professional Studies:	
BEF 510	Phil Hist Socl Founds Ed ** 3
Evaluation of Teaching and Learning:	
CIE 578	Second Lang Test Assess Evaln 3
Literacy:	
CRD 512	Impr Read Second Schools 3
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 6
EDU 500	Internship Seminar 1
Total Hours	37-40

Footnotes

- * CIE 580 and CSE 592 must be taken concurrently.
 ** SDE approved diversity course
 *** 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.

General Science (6-12), Alternative Class A

Code and Title	Hours
Curriculum and Teaching:	
CSE 565	Improv Science Instr 3
CSE 586	Teach Sec School Science 3
CSE 592	Field Work 3
Teaching field courses (advisor approved, graduate level BSC, CH, PH, or GEO) ** 12	
Professional Studies:	
BEF 510	Phil Hist Socl Founds Ed * 3
Evaluation of Teaching and Learning:	
BER 550	Eval Classroom Learning 3
Literacy:	
CRD 512	Impr Read Second Schools 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	6
EDU 500	Internship Seminar	1

Total Hours 37-40

Footnotes

* SDE approved diversity course

** Teaching field courses must include at least two fields (BSC, CH, PH, or GEO).

General Social Science (6-12), Alternative Class A

Code and Title Hours

Curriculum and Teaching:

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) ** 12

Professional Studies:

BEF 510	Phil Hist Socl Founds Ed *	3
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Evaluation of Teaching and Learning:

BER 550	Eval Classroom Learning	3
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Literacy:

CRD 512	Impr Read Second Schools	3
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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	6
EDU 500	Internship Seminar	1

Total Hours 40-43

Footnotes

* SDE approved diversity course

** Teaching field courses must include at least two fields.

Geography (6-12), Alternative Class A

Code and Title Hours

Curriculum and Teaching:

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) 12

Professional Studies:

BEF 510	Phil Hist Socl Founds Ed *	3
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Evaluation of Teaching and Learning:

BER 550	Eval Classroom Learning	3
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Literacy:

CRD 512	Impr Read Second Schools	3
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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	6
EDU 500	Internship Seminar	1

Total Hours 40-43

Footnotes

* SDE approved diversity course

History (6-12), Alternative Class A

Code and Title Hours

Curriculum and Teaching:

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) 12

Professional Studies:

BEF 510	Phil Hist Socl Founds Ed *	3
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Evaluation of Teaching and Learning:

BER 550	Eval Classroom Learning	3
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Literacy:

CRD 512	Impr Read Second Schools	3
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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	6
EDU 500	Internship Seminar	1

Total Hours 40-43

Footnotes

* SDE approved diversity course

Mathematics (6-12), Alternative Class A

Code and Title Hours

Curriculum and Teaching:

CSE 583	Teach Sec School Math	3
CSE 592	Field Work	3
CSE 566	Princpls MathEd: Tech/Lrn/Cur	3

Teaching field courses (advisor approved, graduate level) 12

Professional Studies:

BEF 510	Phil Hist Socl Founds Ed *	3
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Evaluation of Teaching and Learning:

BER 550	Eval Classroom Learning	3
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Literacy:

CRD 512	Impr Read Second Schools	3
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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	6
EDU 500	Internship Seminar	1

Total Hours 37-40

Footnotes

* SDE approved diversity course

Physics (6-12), Alternative Class A

Code and Title	Hours
Curriculum and Teaching:	
CSE 565 Improvg Science Instr	3
CSE 592 Field Work	3
CSE 586 Teach Sec School Science	3
Teaching field courses (advisor approved, graduate level)	12
Professional Studies:	
BEF 510 Phil Hist Socl Founds Ed *	3
Evaluation of Teaching and Learning:	
BER 550 Eval Classroom Learning	3
Literacy:	
CRD 512 Impr Read Second Schools	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	6
EDU 500 Internship Seminar	1
Total Hours	37-40

Footnotes

* SDE approved diversity course

Reading Specialist (P-12)*, Traditional Class A

Code and Title	Hours
Reading Specialist (P-12), Traditional Class A	
Foundations of Professional Studies:	
CIE 577 Second Language Acquisition **	3
Instructional Support Area:	
CRD 510 Expanding Reading	3
CRD 511 Begin Rding Pre-K-Prim Grades	3
CRD 590 Seminar In Literacy Coaching	3
CRD 654 Re-envisioning Reading	3
Educational Research:	
BER 500 or Intro Educatn Research	3
BER 550 Eval Classroom Learning or advisor-approved research course	
Internship and Practicum:	
CRD 593 Practicum in Literacy Coaching	3
CRD 595 Practicum In Reading	3
CRD 695 Adv Practicum Readg Education	3
CRD 696 Adv Reading Specialist Practic	3
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* Admission to Reading Specialist (P-12) requires two full years of full-time teaching experience. The Praxis for Teaching Reading is also required for applicants who hold the prerequisite certification *in an area other than* Early Childhood, Elementary, or Collaborative (K-6).

** SDE approved diversity course

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 approved 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

Graduate School information for Transfer Credit (p. 18).

Comprehensive Exam

In lieu of a comprehensive exam, students complete a Final Advanced Teacher Education Portfolio.

Graduate School information on Comprehensive Exams (p. 18).

Fieldwork/Practicum/Internship Requirements

Advanced clinical placement assignments are required. The placement may occur in the student's classroom provided there is support from school administration.

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School Information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

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**Traditional Class A Certification**

The Alabama State Board 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.

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 Board 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.

Department of Educational Leadership, Policy, and Technology Studies

- Majors
 - Educational Leadership, MA (p. 532)
 - Educational Leadership, EdS (p. 529)
 - Educational Leadership, EdD (p. 526)
 - Educational Leadership, PhD (p. 535)
 - Higher Education Administration, MA (p. 539)
 - Higher Education Administration, EdD (p. 537)
 - Higher Education Administration, PhD (p. 540)
 - Instructional Leadership, EdD (p. 541)
 - Instructional Leadership, PhD (p. 543)
 - Instructional Technology, MA (p. 546)
- Graduate Certificates
 - College Teaching (p. 525)
 - Instructional Technology (p. 546)
 - Social and Cultural Studies (p. 547)

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

- Roxanne Mitchell
- John Petrovic

Associate Professors

- Becky Atkinson
- Andre R. Denham
- David Hardy
- Steve Mobley, Jr.
- Margaret L. Rice
- Jing Ping Sun

Assistant Professor

- Feiya Luo

Clinical Professors

- Arleene Breaux
- Brenda Mendiola

Clinical Associate Professors

- Yvette Bynum
- James Hardin

Clinical Assistant Professors

- Ammie Akin
- William Bergeron
- Laura McNeill
- Akeisha Young

Program Coordinators

- Arleene Breaux, Higher Education Administration (Executive Ed.D.)
- Yvette Bynum, Educational Leadership (MA and Ed.S. for Instructional Leader certification)
- William Bergeron, Educational Leadership (Ed.S. for Teacher Leader certification)
- Steven Yates, Educational Leadership (Ed.S. for School Library Media Specialist)
- Jingping Sun, Educational Leadership (Ed.D., Ph.D.)
- Nathaniel Bray, Higher Education Administration (MA, Ed.D., Ph.D.)
- Douglas McKnight, Instructional Leadership (Ed.D. for Nurse Educators)
- John Petrovic, Instructional Leadership (Ph.D. in Social and Cultural Studies and Graduate Certificate)
- Margaret L. Rice, Instructional Leadership (Ph.D. in Instructional Technology and Graduate Certificate)
- Laura McNeill, Instructional Technology (MA)
- Claire Howell Major, Graduate Certificate in College Teaching

Educational Leadership

AEL520 Leadership for Communities

Hours 3

A study of individual and group leadership skills for purpose of addressing issues that impact student learning, engaging families in decisions at the school and district levels and building community support for schools.

Prerequisite(s): SPE 300 or SPE 500

AEL521 Leadership for Improvement

Hours 3

Prepares prospective educational administrators for grade P-12 to provide the instructional leadership for continuous improvement of schools. Focuses on knowledge and understanding about learning methods and strategies for program planning, design, implementation and evaluation.

Prerequisite(s): SPE 300 or SPE 500

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

Advanced theory and applications of educational technology. Including the effects of technology on thinking and learning, and the effects of technology in problem solving and other higher-level thinking skills, the course examines current research on computerized learning (CAI, simulation, and tutorials) and other relevant topics such as virtual reality, games and gaming theory, hypertext (design and comprehension), presentation software, groupware for cooperative learning, and telecommunications (distant and/or distributed learning).

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](#)

Faculty

Department Head

Angela D. Benson

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Steven Yates, Educational Leadership (Ed.S. for School Library Media Specialist)

Jingping Sun, Educational Leadership (Ed.D., Ph.D.)

Nathaniel Bray, Higher Education Administration (MA, Ed.D., Ph.D.)

Douglas McKnight, Instructional Leadership (Ed.D. for Nurse Educators)

John Petrovic, Instructional Leadership (Ph.D. in Social and Cultural Studies and Graduate Certificate)

Margaret L. Rice, Instructional Leadership (Ph.D. in Instructional Technology and Graduate Certificate)

Laura McNeill, Instructional Technology (MA)

Claire Howell Major, Graduate Certificate in College Teaching

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 Center. 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 shortlist 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 602 Problems In Higher Education	3
AHE 603 College & University Teaching	3
AHE 688 Mentored Teaching	3
Please select from the following electives:	3
AHE 503 Learning w/ Tech in Higher Ed	
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 Instructional Media for Nursing Education (prerequisite: NUR 531)	
NUR 620 Curriculum Theory & Practice	
PY 695 Teaching Of Psychology	
SP 502 Pract Appl Linguistics	
TH 642 Teaching Acting	
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. 18).

Time Limit for Certificate Completion Requirements

Graduate School Information on Time Limits.

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

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 from these domains facilitates the process of framing and critically addressing the problems of practice. Although the primary purpose of the EdD degree is focused on practice and leadership, the research rigor of the EdD experience can also qualify an individual for a position in higher education.

Admissions

Application and Entrance Requirements

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. An earned Master's degree 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 72 semester credit hours beyond the Masters degree is required for completion of the Ed.D. program. These 72 hours must consist of the following courses: Educational Leadership Courses (AEL) = 36 hours; Educational Foundations Courses (BEF) = 12 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	
BEF 640 Studies History Of Education	3
BEF 642 Studies Philosophy Education	3
BEF 667 Multicult Soc Ed Leadership	3
AEL/BEF 695 Sem Curriculum Leadership	3
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		72

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. BEF 640 may be replaced with another BEF course depending on availability.
- 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 BEF 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.
- 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 or School Library Media Specialist rather than in educational leadership.

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 4 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. 23).

Doctoral Plan of Study

During their second fall semester of study and no later than the second year of study, doctoral students are required to submit an approved Program of Study (POS). Completed under the guidance of the student's assigned advisor, the POS must be officially approved by this advisor and the program POS committee. The Program of Study functions to: (1) specify in advance program course requirements; (2) plan, chart and monitor a student's progress in the program; and (3) define the parameters regarding the course credits taken at other colleges/universities that may be transferred in to meet doctoral program requirements at the University of Alabama. Note, students are advised against making premature judgments about courses to be transferred in from other institutions and programs. In addition to the guidelines specified in the Program of Study (above), such decisions are based on the professional judgments of tenure-track faculty in the Educational Leadership Program at the University of Alabama-Tuscaloosa campus. Other UA personnel are *not* authorized to advise nor approve a student's Program of Study.

Graduate Information on the Doctoral Plan of Study (p. 23).

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. 23).

Admission to Candidacy Requirements

Students are admitted to candidacy after they pass the comprehensive exam.

Graduate School information on Admission to Candidacy (p. 23).

Continuous Enrollment Policy

For those students pursuing the Doctor of Education (EDD), participation in the cohort experience simultaneously fulfills the residency requirement pending the approval and recommendations of the student's advisor and Program of Study Committee.

Graduate information on Continuous Enrollment (p. 23).

Dissertation Requirements

Dissertation Research Requirements: *12 hours*: Ed.D. students are required to complete a minimum of 12 hours of AEL 699 Dissertation Research. Policies regarding registration for this course are as follows:

1. Passing of Comprehensive Exam required – Students cannot register for AEL 699 Dissertation Research until after they have passed the Doctoral Comprehensive Exam.
2. Continuous enrollment required – Continuous enrollment in AEL 699 Dissertation Research is required until the dissertation is completed. It should be noted that unless they are drawing on the resources of the University and making use of their dissertation advisor, students do not need to register for dissertation hours in the Summer. However, students working with and being advised by their chair during the Summer must register for dissertation hours in the Summer.

Minimum number of hours allowed for registration: *3 semester hours* – While the number of hours per semester will vary depending on the advice to the student given by his/her committee chair in conjunction with the workload of the student, students must register for a minimum of 3 hours per semester. It should further be noted that if students complete their dissertation work prior to having registered for 12 hours of AEL 699 Dissertation Research, that the Registrar's Office will require the student to enroll in and pay for the full 12 hour requirement prior to graduation.

Graduate School information on Dissertation Requirements (p. 23).

Time Limits for Degree Completion Requirements

A minimum of two academic years of graduate study beyond the Masters degree is required for completion of Ed.D. degree. Students accepted into the Ed.D. program in Educational Leadership or in Instructional Leadership at the University of Alabama have nine years from the

semester in which they were admitted to complete the Ed.D. degree. This translates into 27 fall, spring and summer semesters. Students who exceed this limit must request an extension from the Graduate School at the University of Alabama and approval from the student's advisor, the department chair, and from the Graduate School. The Graduate School Catalog at the University of Alabama says: Only under well-documented, extraordinary circumstances beyond the student's control, a student may petition for a one-semester extension to the nine-year time limit that, if recommended by the advisor, the department head and approved by the college dean, and finally by the graduate dean or his/her/their designee. If a student fails to complete all degree requirements within nine years of his/her/their admission to the doctoral program or within a Graduate School approved one-semester extension, the student will be officially suspended from the doctoral program and must reapply for admission.

Graduate School information on Time Limits (p. 23).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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

Class AA Instructional Leader (P-12) Certification

To be considered, applicants must qualify for regular admission to the Instructional Leadership 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

Fingerprinting Requirement

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 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).

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. Admission forms and requirements, specific program parameters, departmental policies and contact information can be found at the departmental website.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

This course listing applies to those who begin this program June 1, 2017, 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
Foundations of Professional Studies:		
(Choose ONE from these SDE approved diversity courses.)		3
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadership	
BEF 681	Ethics And Education	
Educational Research:		
AEL 638	Solving Problems of Practice	3
Advisor-approved BER research course at the 600 level		3
Instructional Support Area:		
AEL 631	Strategic Leadership	3
AEL 632	Leading Learning Through the Curriculum	3

AEL 633	Leading, Developing, and Mentoring for Adult Learners	3
AEL 634	Development and Supervision of Human Resources	3
AEL 635	Ethical, Legal, and Policy Issues in Schools	3
AEL 636	School Finance and Financial Management	3
AEL 637	Leadership and Social Systems	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

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. 21).

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. 21).

Time Limit for Degree Completion Requirement

Graduate School information on Time Limits (p. 21).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

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 Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

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

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.

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.

Fingerprinting Requirement

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 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).

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
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 Eductn	
BEF 650 Critical Race Theory In Educ	
BEF 681 Ethics And Education	
Any 600-level BEP course	
Educational Research	
CIS 698 Independent Research	3
Instructional Support Area	
Select three courses from the following:	9
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 581 Universal Access	
LS 583 Social Aspects of Information	
Select one course from the following:	3

LS 544 Cultural Div Prog Youth & Fam *	
LS 580 Outreach to Diverse Population *	
Select 12 hours from the following courses:	12
AEL 630 School Partnerships (or advisor approved sub)	
LS 620 Graphic Novels - Youth	
LS 621 Intercultural Persp Youth Lit	
LS 622 Collab. through School Libs	
LS 623 School Lib. Admin	
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

* *State-approved diversity course*

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. 21).

Comprehensive Exam

Graduate School information on Comprehensive Exams (p. 21).

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p. 21).

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. 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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

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 Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

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 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 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 offered 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. evidence of ability to improve student achievement,
- d. evidence of leadership and management potential, including evidence of most recent accomplishments in educational leadership,
- e. a summary of the candidate's reasons for pursuing the certification in instructional leadership, and
- f. a summary of what the candidate expects from the certification program.

Fingerprinting Requirement

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 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).

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:

- 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,
- a completed copy (all forms) of the most recent performance evaluation including the professional development component, if available,
- evidence of ability to improve student achievement,

d. evidence of leadership and management potential, including evidence of most recent accomplishments in educational leadership,

e. a summary of the candidate's reasons for pursuing the certification in instructional leadership, and

f. a summary of what the candidate expects from the certification program.

Fingerprinting Requirement

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 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).

Admission Requirements for the Non-Certification Overseas Program for Educational Leadership, MA

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

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 be unconditionally admitted to the Class A Instructional Leader program before enrolling in any leadership courses in the program.

This course listing applies to those who begin this program June 1, 2017. 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
Foundations of Professional Studies:		
(Choose ONE of these SDE approved diversity courses.)		3
BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadership	
BEF 681	Ethics And Education	

Educational Research:

BER 540	Statistical Methods In Educ	3
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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

Internship: 3

AEL 527	Internship in Educ Leadership	
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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
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Total Hours 30-33

* SDE-approved diversity course

Reduced-Hour Option leading to Class A Instructional Leader (certification only)

Individuals must be unconditionally admitted to the Class A Instructional Leader program before enrolling in any 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) Hours

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
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Total Hours 18-21

* SDE-approved diversity course

Non-Certification Overseas Program for Educational Leadership, MA

This is a non-certification program offered 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 Hours

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
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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

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.

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. 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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

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 Spe 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 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.

The Overseas program does not lead to professional certification.

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.

Both the Ph.D. and Ed.D. programs emphasize the development of theoretical thinking and knowledge development in the field of educational leadership.

Admissions

Doctoral students are admitted annually. Each applicant should submit a complete application for admission before the deadline of **April 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 – An earned master's degree 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, how its focus/purposes are consistent with their career goals, and how they plan to meet the on-campus residency requirement. 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 69 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.
- A 12-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		
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 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		12
BEF 639	Educ Theory And Policy	
BEF 640	Studies History Of Education	
BEF 642	Studies Philosophy Education	
BEF 667	Multicult Soc Ed Leadershp	
or select other courses with advisor approval		
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 or Psychometric Theory		
BER 647 Exp Res Design: Single Case		
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		69

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 24 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, and (2) a grade 'B' or better (note, not a 'B-') was earned in the course.
- 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 24 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, and (4) a grade 'B' or better (note, not a 'B-') was earned in the course(s).

Graduate School information on Transfer Credit (p. 23).

Doctoral Plan of Study Requirement

During their second fall semester of study and no later than the second year of study, doctoral students are required to submit an approved Program of Study (POS). Completed under the guidance of the student's assigned advisor, the Program of Study must be officially approved by his/her/their advisor and the student's program POS committee. The

Program of Study functions to: (1) specify in advance program course requirements; (2) plan, chart and monitor a student's progress in the program; and (3) define the parameters regarding the counting of course credits taken at other colleges or universities to meet doctoral program requirements at the University of Alabama. Students are advised against making premature judgments about courses to be transferred in from other institutions and programs. In addition to the guidelines specified by the Program of Study, such decisions are based on the professional judgments of tenure-track faculty in the Educational Leadership Program at The University of Alabama-Tuscaloosa campus. Personnel at the UA-Gadsden are not authorized to provide advice or to approve a student's Program of Study.

Graduate School information on the Doctoral Plan of Study (p. 23).

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. 23).

Admission to Candidacy Requirements

Students are admitted to candidacy after they pass the comprehensive exam.

Graduate School information on Admission to Candidacy (p. 23).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 23).

Dissertation Requirements

Graduate School information on the Dissertation Requirement (p.).

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p. 23).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

Higher Education Administration, Ed.D.

The Higher Education Administration Program offers the EdD program in Tuscaloosa. 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 postsecondary education agencies and other 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 EdD program is also offered in 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:

- Higher Education Administration Application
- 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.

Deadlines

- The application deadline for the Main Campus program is January 15th.
- The application deadline for the Executive Ed.D. program is February 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 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

Graduate School information on Transfer Credit (p. 23).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study (p. 23).

Comprehensive Exams

Students take the comprehensive exam when they have completed their required coursework for the EDD program. 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. 23).

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. 23).

Continuous Enrollment Policy

Once a student begins taking dissertation hours, continuous enrollment must be maintained until the dissertation project is completed and approved by the Graduate School.

Graduate School information on Continuous Enrollment (p. 23).

Dissertation Requirements

Ed.D. students complete a dissertation, with the guidance of a faculty chair during the third year of the program. 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 five faculty: a dissertation chair and four members. While the dissertation chair may be a member of another program doctorate 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.

Graduate School information on Dissertation Requirements (p. 23).

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p. 23).

Academic Misconduct Information

Graduate School information on Academic Misconduct (p. 7).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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 most students in the campus program. The online program offers courses in grant writing, technology, and higher education assessment.

Admission Requirements

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 an internship and 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 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.

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 Eductn	3
AHE 521	Student Affairs	3
AHE 540	Org and Governance	3
AHE 592	Internship in Higher Education	3
AHE 593	Student Affairs Capstone Sem	3
AHE 645	Higher Ed/SA Assessment	3
AHE 680	Readings in HE	3
AHE 685	Div Issues Higher Ed Pract	3
BER 540	Statistical Methods In Educ	3
Advisor approved elective		3
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 Eductn	3
AHE 540	Org and Governance	3
AHE 550	Financing Higher Eductn	3
AHE 593	Student Affairs Capstone Sem	3
AHE 645	Higher Ed/SA Assessment	3
AHE 680	Readings in HE	3
AHE 685	Div Issues Higher Ed Pract	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 Progrm Dev Eval	
AHE 670 Higher Education Policy	
Total Hours	36

Transfer Credit

Graduate School information on Transfer Credit (p. 18).

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. 18).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 18).

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. 206).

Academic Grievances

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 18).

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.

Admission Requirements

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Higher Education Administration application
- 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.

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.

Curriculum Requirements

The PhD requires 78 semester hours beyond the master's degree. These 78 semester hours include at least 54 hours of coursework and 24 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.

PhD students also are required to complete mentored teaching and mentored research courses. In mentored teaching, students are required to assist a higher education faculty member with course instruction. In mentored research, students work individually with a higher education faculty member to complete a research project.

Code and Title	Hours
Program Core (18 hours)	
AHE 601 Professional Sem High Ed	3
AHE 507 Student Development Theory I	3
AHE 670 Higher Education Policy	3
AHE 603 College & University Teaching	3
AHE 640 Organizational Change	3
BEF 653 Studies in Higher Ed History *	3
AHE Electives	9
Students are required to take 9 semester hours in AHE electives.	
Research Courses	
12	
Students should discuss a course sequence with the advisor and select 12 hours from BER courses. Suggested courses include the following:	
BER 540 Statistical Methods In Educ	
BER 600 Survey of Educational Research	
BER 631 Inqry As Interp: Qual I	
BER 632 Reflect Resist: Qual II	
Theoretical Foundations	9
Students should discuss course options with the advisor prior to registration. Theoretical Foundations courses are typically selected from BEF courses, or possibly from BEP courses.	
Mentored Teaching	
AHE 688 Mentored Teaching	3
Mentored Research	
AHE 689 Mentored Research	3
Dissertation Research	
AHE 699 Dissertation Research	
Total Hours	72

Footnotes

- * BEF 653 Studies in Higher Ed History counts toward the 12 hours Foundations requirement as well as fulfillment of the programmatic core.

Transfer Credit

Graduate School information on Transfer Credit (p. 23).

Doctoral Plan of Study

Graduate School information on the Doctoral Plan of Study (p. 23).

Comprehensive Exam

Students take the comprehensive exam when they have completed their required coursework for the PHD program. 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. 23).

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. 23).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 23).

Dissertation Requirements

Graduate School information on Dissertation Requirements (p. 23).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 23).

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. 224)

Academic Grievances

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 23).

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.)

The fall admission deadline is July 1st. An admissions committee comprised of nursing and education faculty selects the best qualified applicants based upon the following materials.

Curricular Requirements

The Doctorate of Education requires a minimum of 72 credit hours beyond the master's degree (60 hours of coursework and 12 hours of dissertation study). Students must also meet all Graduate School degree and dissertation requirements.

The 60 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 Friday evenings and Saturdays). 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		
AEL 667	Multicult Soc Ed Leadshp	3
AEL 681	Ethics and Education	3
AEL 695	Sem Curriculum Leadership	3
AIL 600	Integr Tech Educ & Train	3
AHE 603	College & University Teaching	3

AIL 602	Electrnc Instruct Design	3
AIL 604	Distance Technologies	3
BEF 641	Studies Social Foundatn Eductn	3
BEF 644	Phil Science Rel Ed Res	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 633	Ethics & Aesthc:Qual III	3
BER 640	Adv Statistical Methods in Ed	3
Nursing Courses		
NUR 531	Nsg Fac Roles and Resp	3
NUR 532	Instructional Media for Nursing Education	3
NUR 620	Curriculum Theory & Practice	3
NUR 696	Doctoral Seminar in Research	3
Elective		
AIL 695	Dissertation in Nurse Ed	3
Dissertation Research		12
AIL 699	Dissertation Research	
Total Hours		72

Concentration in Nurse Education

Concentration in Nurse Education		Hours
NUR 531	Nsg Fac Roles and Resp	3
NUR 532	Instructional Media for 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. 23).

Doctoral Plan of Study Requirement

A Plan of Study form will be submitted to the Program Coordinator and the Graduate School after completion of the first year of coursework. Students will work with the Coordinator of Student Recruitment to submit this form.

Graduate School information on the Doctoral Plan of Study (p. 23).

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. 23).

Admission to Candidacy Requirements

Students will be admitted to candidacy once they pass their proposal defense. Students will work with the Coordinator of Student Recruitment to complete the Admission to Candidacy paperwork.

Graduate School information on Admission to Candidacy (p. 23).

Continuous Enrollment Policy

During dissertation research, continuous registration is required for a minimum of 3 hours per term (fall and spring) until graduation. Registration is also necessary for summer defenses and/or graduation.

Graduate School information on Continuous Enrollment (p. 23).

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 two education faculty, two nursing faculty, and one external member. Students will choose their committee members during their final semester of coursework.

Policy. The dissertation progresses through the following benchmarks:

(i) *Prospectus.* The dissertation committee meets to review a brief outline (typically around 20 pages) of the proposed research project. Upon approval, the Doctoral Dissertation Committee Appointment Form is completed in the Graduate School portal.

(ii) *Proposal.* The dissertation committee meets to review the first three chapters of the dissertation manuscript. Where appropriate, this should include the justification and design of any proposed field research. Upon approval, the **Admission to Candidacy** form is signed and submitted to the Graduate School. The student can then seek the IRB approval necessary to conduct their research.

(iii) *Defense.* The dissertation committee meets to review the 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.

Graduate School information on Dissertation Requirements (p. 23).

Time Limit for Degree Completion Requirements

Students must complete the degree within nine (9) years.

Graduate School information on Time Limits (p. 23).

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. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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.

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 questions of diversity and social justice. Throughout, the overarching aim is to develop the skills of inquiry and reflective decision making needed to construct ethical and politically informed judgments that advance education while respecting diversity, honoring difference, and promoting social justice. 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 an application must include:

- An earned master's degree in any field.
- 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 Program of Study. This is your degree plan; it specifies the courses you must complete in order to graduate.

The Instructional Leadership PhD with an Instructional Technology concentration is comprised of 60 hours of coursework and 18 hours of dissertation credit.

Code and Title	Hours
Instructional Technology Courses (27 hours)	
AIL 601 Prin Instruct Technology	3
AIL 602 Electrnc Instruct Design	3
AIL 604 Distance Technologies	3
AIL 605 Interact Multimedia Proc	3
AIL 606 Software Technology	3
AIL 607 Readings in Instruct. Tech.	3
AIL 608 Div,Inclu,Equ, Access Inst Tec	3
AIL 689 Practicum Instructional Tech	3
AIL 690 Sem Instructional Technology	3
Research Courses (15 hours)	
BER 540 Statistical Methods In Educ	3
BER Electives: Select 4 BER courses with advisor approval. BER courses should include at least one qualitative course and one quantitative course.	12
Foundations Courses (BEF/BEP/out of program)	
Select courses with advisor. Courses must be outside of the Instructional Technology program.	12
AEL/AHE Courses	
AHE (higher education) or AEL (educational leadership) courses should be selected with the advisor. Additional AEL/AHE courses above the required number may be used to meet the Foundations requirement.	6
Dissertation Research	
AIL 699 Dissertation Research	18
Total Hours	78

Transfer Credit

Graduate School information on Transfer Credit (p. 23).

Doctoral Plan of Study Requirement

Within the first 30 hours of study, copies of students' Program of Study Form must be submitted to the department and to the Graduate School. Any changes to the program of study must be made by completing a course substitution form.

Graduate School information on the Doctoral Plan of Study (p. 23).

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 having a dissertation proposal meeting. 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. 23).

Admission to Candidacy Requirements

A student is admitted to candidacy after successfully passing the comprehensive examination electronic portfolio requirement.

Graduate School information on Admission to Candidacy (p. 23).

Continuous Enrollment Policy

Dissertation (AIL 699 Dissertation Research, 18 hours). Continuous enrollment of a minimum of 3 hours during fall and spring semesters is required until the minimum 18 hours of dissertation are reached. Students may then register for one dissertation hour each fall and spring until the dissertation is complete. Summer registration for AIL 699 is only required if a student is defending the dissertation and/or graduating during the summer semester.

Graduate School information on Continuous Enrollment (p. 23).

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.

Graduate School information on Dissertation Requirements (p. 23).

Time Limits for Degree Completion Requirements

All requirements must be completed within nine years. Credit earned in the six years preceding enrollment in the doctoral program may be applied.

The minimum period in which the doctoral degree can be earned is three full academic years of graduate study.

Graduate School information on Time Limits (p. 23).

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. 224)

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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	
BEF 644 Phil Science Rel Ed Res	3
AEL/BEF 667 Multicult Soc Ed Leadshp	3
AEL/BEF 681 Ethics and Education	3
BEF 690 Social Theory Analysis	3
Additional Foundations Courses	21
Students are encouraged to complete at least one course in each of the constituent program disciplines. Pre-approved courses include the following:	
Sociology: BEF 507/607, BEF 641, BEF 650	
History: BEF 503, BEF 640, BEF 653	
Philosophy: BEF 504, BEF 642, BEF 654	
Elective Courses	
Remaining hours of coursework may come from any disciplinary course not taken from above and/or the following elective courses:	
BEF 534 Multicultural Education	
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	
AEL 669 Curriculum Study Schoolg	
AEL 695 Sem Curriculum Leadershp	
Research Courses (quantitative and/or qualitative research methods)	15
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 Information (p. 23) .

Doctoral Plan of Study Requirement

When admitted to the program you will be assigned a temporary advisor—you may continue to work with this person or select another advisor when you get to know the faculty. One of the first projects, usually completed in the first or second semester, is to form a Program Advisory Committee and complete a Program of Study Form. This is your degree plan; it lays out the courses you must complete in order to graduate.

- Within your first 30 hours of study, copies of your Program of Study Form must be submitted to the department and to the Graduate

School. Any changes to the program of study must be made by completing a course substitution form.

- Your Program of Study Form must indicate how you will meet the University Residency Requirement.

Graduate School information on the Doctoral Plan of Study (p. 23).

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. 23).

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. 23).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 23).

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. 23).

Time Limit for Degree Completion Requirements

All requirements must be completed within nine years. Credit earned in the six years preceding enrollment in the doctoral program may be applied. See the checklist pertaining to each degree for any exceptions.

The minimum period in which the doctoral degree can be earned is three full academic years of graduate study.

Graduate School information on Time Limits (p. 23).

Additional Academic Requirements

Doctoral Residency. 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.

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. 224).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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.

NOTE: This certificate is not a credential for teacher certification/licensure.

Admissions

Applicants to the IT Certificate Program (Instructional Technology CRT) must be students in good standing in a master's, specialist, or doctoral degree program. Alternatively, students may hold a bachelor's degree and 18 graduate semester hours in a teaching discipline or professional field.

See the Admission Criteria section of this catalog for more information.

Curriculum Requirements

Code and Title	Hours
Required Core Coursework (6 hours):	
AIL 602 Electrcn Instruct Design	3
AIL 604 Distance Technologies	3
Required Elective Coursework (3 hours) (Choose ONE of the following courses.)	
AIL 690 Sem Instructional Technology	3
AIL 601 Prin Instruct Technology	3
Elective Coursework (6 hours) (Choose TWO of the following courses.)	
AIL 601 Prin Instruct Technology	3
AIL 605 Interact Multimedia Proc	3
AIL 606 Software Technology	3
AIL 607 Readings in Instruct. Tech.	3
AIL 608 Div,Inclu,Equ, Access Inst Tec	3
AIL 690 Sem Instructional Technology	3
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.

Time Limits for Certificate Completion

Requirements must be completed within six (6) years.

Graduate School information on Time Limits.

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information Scholastic Requirements (p. 204).

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

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 21 required hours (7 courses) and 9 elective hours (3 courses) of CAT/INTE hours; one elective course may be taken outside the INTE program from other programs/colleges at The University of Alabama, with advisor approval.

Instructional Technology, MA		Hours
Required courses:		
CAT 531	Computer Based Instruction	3
INTE 532	Instructional Tech Design (Instructional Technology Design)	3
INTE 533	Online Teaching and Learning (eLearning (Online Learning))	3
INTE 534	Issues & Trends Instruc Tech (Issues and Trends in Instructional Design)	3

INTE 535	INTE Assistive Technology (Adaptive and Assistive Technologies)	3
INTE 536	Assessment and Evaluation (Assessment and Evaluation in InStructional Technology)	3
INTE 589	Instruc Tech Resea & Prod Dev (Instructional Technology Research and Product Development)	3
Elective courses (Choose 3 courses from the options below):		9
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)	
One advisor-approved course outside the INTE program		
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 Requirements

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p.).

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 Eductn	
BEF 642	Studies Philosophy Education	
BEF 644	Phil Science Rel Ed Res	
BEF 650	Critical Race Theory In Educ	
BEF 653	Studies in Higher Ed History	
BEF 654	Phil & Amer Higher Ed	
AEL 669	Curriculum Study Schoolg	
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.

Time Limit for Certificate Completion Requirements

Courses should be completed within six (6) years.

Graduate School information on Time Limits.

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.

Scholastic Requirements

Graduate School information on Scholastic Requirements.

Department of Educational Studies in Psychology, Research Methodology, and Counseling

- Majors
 - Counselor Education: Clinical Mental Health Counseling, MA (p. 551)
 - Counselor Education: Rehabilitation Counseling, MA (p. 555)
 - Counselor Education: School Counseling, MA (p. 558)
 - Counselor Education, EdS (p. 549)
 - Counselor Education, PhD (p. 551)
 - Educational Psychology, MA (p. 567)
 - Educational Psychology, EdS (p. 562)
 - Educational Psychology, PhD (p. 569)
 - Educational Research, PhD (p. 572)
 - School Psychology, PhD (p. 576)
 -
- Graduate Certificates
 - Qualitative Research (p. 574)
 - Quantitative Research (p. 575)

Department Head and Associate Professor

- Michael Lawson

Program Coordinators

- George Mugoya, Counselor Education
- Hyemin Han, Educational Psychology
- Stephanie Shelton, Educational Research
- Michael Sulkowski, School Psychology
- Stephanie Shelton, Qualitative Research Certificate
- Stefanie Wind, Quantitative Research Certificate

Professors

- Joy Burnham
- Joni Lakin
- Randall Schumacker

Associate Professors

- Kelly Guyotte
- Hyemin Han
- Junfei Lu
- George Mugoya
- Stephanie Shelton
- Firat Soyly
- Michael Lee Sulkowski
- David Ian Walker
- Stefanie Wind

Assistant Professors

- Eric Baltrinic
- Chunhua Cao
- Daniel Cohen
- Ryan Cook

- Heather Fye
- Teresa Grenawalt
- Joon-Ho Lee
- Emily Lund
- Wenchao Ma
- Kaiwen Man
- Laura M. Morett
- Macarena Suarez Pellicioni
- June Preast
- Shena Sanchez

Clinical Professor

- Karl Hamner

Clinical Associate Professor

- Stacy Hughey-Surman

Clinical Assistant Professors

- Heather Britnell
- Millie Dawson-Hardy
- Anthony Derriso
- Wenjing Guo
- Yurou Wang

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. Offered fall, spring, and summer semesters.

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

BSP500 Intro School Psychology

Hours 3

The history, role, and ethical and legal issues of school psychology are studied. The school psychologist's role in team decision making is emphasized.

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](#)

Faculty

Department Head and Associate Professor

Michael Lawson

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Emily Lund

Wenchao Ma

Kaiwen Man

Laura M. Morett

Macarena Suarez Pellicioni

June Preast

Shena Sanchez

Clinical Professor

Karl Hamner

Clinical Associate Professor

Stacy Hughey-Surman

Clinical Assistant Professors

Heather Britnell

Millie Dawson-Hardy

Anthony Derriso

Wenjing Guo

Yurou Wang

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.

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 1, 2019, 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. 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 State Department 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 Counselor Education.

Code and Title	Hours
Foundations of Professional Studies:	
BCE 626 Readings	3
Educational Research (Choose one of the following): 3	
BCE 698 Non-Dissertn Research (recommended)	
BER 500 Intro Educatn Research	
BER 540 Statistical Methods In Educ	
BER 600 Survey of Educational Research	
BER 660 Eval I:Theory & Practice	
Instructional Support Area:	
BCE 615 Field Exper Counselor Ed (Required)	6
BCE 633 Advanced Seminar (Multicultural Approaches to Counseling) *	3
BCE 633 Advanced Seminar (Dev Guidance - Past, Present, Future)	3
BCE 653 Intro Play Therapy	3
SPE 506 Working W/Families	3
Select SIX hours from coursework below:	6
BCE 618 Adv Theory Counseling	
BCE 652 Couns Stratg Adult-Child	
BCE 613 Substance Abuse Counseling	
BSP 660 Psychopathology	
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

* State-approved diversity course

Transfer Credit

Graduate School information about Transfer Credit (p. 18).

Comprehensive Exams

EDS students are required to 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. 21).

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.

Time Limit for Degree Completion Requirements

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. 18).

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. 206).

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. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

Certification

To be awarded Alabama Class AA School Counselor certification, students must:

- maintain a GPA of at least 3.5 (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
- hold valid, prerequisite Alabama Class A School Counselor certification
- complete an application for certification through the Alabama State Department of Education

Counselor Education, Ph.D.

The Doctor of Philosophy (Ph.D.) is the terminal degree in Counselor Education. This preparation program features a variety of preparation options for students. These include the preparation of (a) counselor educators for professional positions in colleges and universities; (b) agency/school administrators; (c) counselor supervisors; and, (d) advanced practitioners in governmental agencies, non-profit settings, or private practice. A common core of preparation in doctoral study includes advanced theoretical foundations, counselor pedagogy, counselor supervision training, and research. The doctoral program meets the accreditation criteria of Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Admission Requirements

Cohort admission decisions are made annually. Regular admission to the Graduate School is the initial step for those seeking the doctoral degree. Statement of purpose and letters of recommendation consistent with goals of the program, entrance exam scores (300 or above on the GRE or at least the 50 percentile on the MAT), and a GPA of 3.0 on a 4.0 scale are needed for regular admission.

An applicant for doctoral study must:

1. possess a completed master's degree in Counselor Education
2. when necessary, complete supplemental master's-equivalency courses to comply with the CACREP-accredited course of study for the master's degree
3. successfully complete a pre-admission doctoral interview for formal pursuit of the doctoral degree in Counselor Education

See the Admission Criteria section of this catalog for more information.

Degree Requirements

Code and Title	Hours
BCE Required Courses	
BCE 616 Adv. Practicum In Counseling	3
BCE 618 Adv Theory Counseling	3
BCE 619 Supervision in Counselor Ed	3
BCE 625 Advanced Internship	18
BCE 635 Teaching & Scholarship in Coun	3
BCE 636 Leadership & Advocacy in Couns	3
Foundations Courses	12
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 (18 hours)	

BER 540 or another 600-level BER course *	3
BER 600 Survey of Educational Research	3
BER 631 Inqry As Interp: Qual I	3
BER 640 Adv Statistical Methods in Ed	3
BER electives (600-level) **	6
Dissertation Research	24
BCE 699 Dissertation Research	
Total Hours	87

Footnotes

* Students who have taken an Introduction to Statistics course (BER 54) in the master's program may move directly to BER 640. Advisor approval is needed for decision.

** Doctoral students will decide two or three 600-level BER courses collaboratively with academic advisors to meet research requirement of 18 hours.

Degree requirements are noted on the official Plan of Study for the various degrees/tracks. These documents are available from the chairperson or administrative staff for the department.

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 for the doctoral degree. Otherwise, a "hold" may be placed on future registrations.

Course credit in post-master's study may be used to fulfill doctoral degree requirements only after supplemental master's-equivalency study is completed and a successful interview is conducted.

If later there are changes in the Plan of Study, the student submits an amended plan of study to the Graduate School at the time the student applies for admission to candidacy for the degree. A department-approved Admission to Candidacy for the Doctoral Degree is submitted to the Graduate School as soon as possible after passing the comprehensive (preliminary) examination. Students should contact the departmental advisor for submission of the Admission to Candidacy form.

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, using a wide range of counseling methods. 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

Cohort admission decisions for MA in Clinical Mental Health Counseling are made once annually in the fall. Additional admission opportunities may become available for the spring if all spaces are not filled.

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 consistent with goals of the program. This must include details on the goals and purpose in seeking graduate training
- 3 letters of recommendation from persons who can attest to the applicant's potential for success in graduate school

Admission decisions are made based on application materials submitted and applicant interview with admission committee. After reviewing application packets, the Admission 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.

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.

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 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. 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 514 Counseling Skills	3
BCE 517 Professional Counseling	3
BCE 518 Intro to Clin. Ment. Hlth Cnsl	3
BCE 650 Couns Stratg Fam Relatns	3
BSP 660 Psychopathology	3
BER 500 Intro Educatn Research	3
BCE 513 Career Development	3
BCE 611 Multicult. Approach Counseling	3
BCE 613 Substance Abuse Counseling	3
BCE 521 Group Proced Coun Educ	3
BCE 522 Indiv & Group Appraisal	3

BCE 516	Practicum Counseling II	3
BCE 528	Adv Sem. Clin. Ment. Hlth Cnsl	3
BER 540	Statistical Methods In Educ	3
BEP 550	Life Span Development	3
BCE 525	Intern Sch Clint Ment Hea Cou	12
Total Hours		60

Transfer Credit

Graduate School information about Transfer Credit (p. 18).

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 semester in which students are completing their master's internship. Because the completion of a student's master's internship typically occurs in the semester of anticipated graduation, the timing of initial access allows for a second attempt to be completed during that semester. The second attempt can be scheduled to occur no less than three (3) weeks subsequent to notification of a failure on the student's initial attempt for a passing score on the master's comprehensive examination. A passing score on the second attempt of the master's comprehensive examination can then allow the student to graduate as planned. 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.

Graduate School information on Comprehensive Exams (p. 21).

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 2016 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 faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a 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 counselor education program faculty member or a student supervisor who is under the supervision of a 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 2016 Standards for Interns:

- After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- Internship students complete at least 240 clock hours of direct service.
- Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a 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 in counseling or related profession with equivalent qualifications, including appropriate certifications and/or licenses.
- A minimum of two (2) years of pertinent professional experience in the program area in which the student is enrolled.
- Knowledge of the program's expectations, requirements, and evaluation procedures for students (faculty will provide additional information if necessary).
- Relevant training in counseling supervision.

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 Requirements

Graduate School information on Time Limits (p. 18).

Student Progress Requirement

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. 206).

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. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

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, to be considered for regular admission an application must include:

- CV/Resume
- A Statement of Purpose consistent with goals of the program
- 3 letters of recommendation consistent with goals of the program

Admission decisions to MA in Rehabilitation Counseling are made on a rolling basis for each semester. Priority is given to prospective students whose applications are reviewed in November and April. Admission decisions may be made in the summer if openings remain after April admission decisions have been completed. Please attend to the following priority dates to allow adequate time for your application to be reviewed:

- October 15: Priority deadline for all application materials to be received to be considered for spring admission
- March 15: Priority deadline for all application materials to be received to be considered for summer or fall admission
- May 15: Priority deadline for all application materials to be considered for fall admission (only applies if openings remain available after April admission decisions are made).

Admission decisions are made based on application materials submitted and applicant interview with admission committee. After reviewing application packets, interviews between applicants and faculty will 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.

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 conditional admission will not be considered for 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

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).

While the majority of your courses will be offered through the Program in Counselor Education (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 Management, Vocational Rehabilitation & Placement	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

Transfer Credit

Graduate School information on Transfer Credit. (p. 18)

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 semester in which students are completing their master's internship. Because the completion of a student's master's internship typically occurs in the semester of anticipated graduation, the timing of initial access allows for a second attempt to be completed during that semester. The second attempt can be scheduled to occur no less than three (3) weeks subsequent to notification of a failure on the student's initial attempt for a passing score on the master's comprehensive examination. A passing score on the second attempt of the master's comprehensive examination can then allow the student to graduate as planned. 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.

Graduate School information 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 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 1.5 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 2016 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 faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a 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 counselor education program faculty member or a student supervisor who is under the supervision of a 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 2016 Standards for Interns:

- After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- Internship students complete at least 240 clock hours of direct service.
- Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a 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:

1. A minimum of a master’s degree in counseling or related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two (2) years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students (faculty will provide additional information if necessary).
4. Relevant training in counseling supervision.

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.

Plan II Non-Thesis Process Requirements

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 semester in which students are completing their master's internship. For students who do not achieve a score of 140 or higher, the objective section (multiple choice exam) may only be retaken in the following semester or a semester other than the first administration. Students who do not pass the objective portion of the comprehensive exam at the second administration are dismissed from the program; this is a Graduate School policy.

The objective portion of the examination will be given online. Each student will work with the examination coordinator to identify a proctor for the examination. 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 for completing 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/stipulates, the student should submit such a request in writing to your advisor by no less than one (1) working week prior to the examination date. 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.

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p. 18).

Student Progress Requirement

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

Counselor Education: School Counseling, MA

The Master's of Arts Degree in School Counseling is designed to provide prospective school counselors with the skills necessary to establish and conduct effective developmental guidance and counseling programs in schools - pre-kindergarten through twelfth grade. Students are trained through a comprehensive curriculum and internship program that qualifies them for work at all levels of school counseling. The school counseling program meets accreditation criteria of The Council for the Accreditation of Educator Preparation (CEAP; formally NCATE)

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

Admissions

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 consistent with goals of the program. This must include a statement of goals and purpose in seeking graduate training.
- 3 letters of recommendation consistent with goals of the program from persons who can attest to your potential for success in graduate school

Admission decisions are made each semester. Admission decisions may be made in the summer if openings remain after May admission decisions have been completed. Applicants should be aware of the following priority dates and allow adequate time for applications to be reviewed:

- May 1: Priority deadline for all application materials to be considered for fall admission
- October 15: Priority deadline for all application materials to be considered for spring admission

Admission decisions are made based on application materials submitted and applicant interview with admission committee. After reviewing application packets, interviews between applicants and faculty will 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.

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. You may be eligible to be considered for Admission with Permission to Continue if you do not fully meet the GPA or admission test score requirements. If you do not meet at least one criterion for Admission with Permission to Continue, we do not consider you for admission. A decision to admit you with Permission to Continue into the program will be based upon several factors including the combination of your GPA and admission test scores (if provided), your 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. After reviewing application packets, interviews between applicants and faculty will be scheduled. Dates and times of interviews will be determined and communicated to potential candidates by program faculty.

Applicants without prior certification and/or professional educational experience may be considered for admission to this CACREP-accredited program.

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,

you should make an appointment to discuss your preferences and career aspirations. The program of study that you accept when you enter the program will be the one you will follow until you graduate. If there are any changes, they need to be approved by your advisor.

While the majority of your 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 you 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
Foundations of Professional Studies:		
BEP 550	Life Span Development	3
BCE 611	Multicult. Approach Counseling *	3
Educational Research:		
BER 500	Intro Educatn Research	3
BER 540	Statistical Methods In Educ	3
Instructional Support Area:		
BCE 512	Counseling Theory Proc	3
BCE 513	Career Development	3
BCE 514	Counseling Skills	3
BCE 516	Practicum Counseling II	3
BCE 521	Group Procecd Coun Educ	3
BCE 522	Indiv & Group Appraisal	3
Additional Requirements:		
BCE 511	Principles Of Guidance	3
BCE 517	Professional Counseling	3
BCE 523	Prog Development & Mgt	3
BCE 650	Couns Stratg Fam Relatns	3
BSP 660	Psychopathology	3
BCE 613	Substance Abuse Counseling	3
Elective (with advisor approval only)		3
SPE 500	Intro Exc Childr/Youth *	3
Internship:		
BCE 525	Intern Sch Clint Ment Hea Cou (spanning grade levels P-12)	6
Total Hours		60

Footnotes

- * If the student took an Introduction to Exceptional Children course as an undergraduate, substitute another 500-level course with advisor approval. SPE 500 is an ALSDE requirement for certification.

Transfer Credit

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 semester in which students are completing their master's internship. Because the completion of a student's master's internship typically occurs in the semester of anticipated graduation, the timing of initial access allows for a second attempt to be completed during that semester. The second attempt can be scheduled to occur no less than three (3) weeks subsequent to notification of a failure on the student's initial attempt for a passing score on the master's comprehensive examination. A passing score on the second attempt of the master's comprehensive examination can then allow the student to graduate as planned. 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.

Concurrent with comprehensive exams, students must submit the following documents: (1) current curriculum vita, (2) personal theory paper, and (3) an additional paper, project, or presentation that the student believes is their best work in their area of study and preparation.

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. As

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 1.5 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 2016 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 or students 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 faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a 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 counselor education program faculty member or a student supervisor who is under the supervision of a 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) 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 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, 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 2016 Standards for Interns:

- After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients or students relevant to their specialty area.
- Internship students complete at least 240 clock hours of direct service.
- Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- Internship students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a 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:

1. A minimum of a master's degree in counseling or related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two (2) years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students (faculty will provide additional information if necessary).
4. Relevant training in counseling supervision.

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 Requirements

Graduate School information on Time Limits (p.).

Student Progress Requirement

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 School Counseling/MA program will be required to take and pass the National Counselor Examination (NCE) before applying for certification in Alabama.

Students in the School Counseling program 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 Absence (p. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p.).

Certification

To be eligible for Alabama Class A School Counselor 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 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

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.

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 Educational Specialist (EdS) degree in Educational Psychology with a concentration in School Psychology prepares students for direct school-based practice as credentialed as school psychologists. 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 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.

Note: The EdS program takes place in person in Tuscaloosa, AL, and there is also a distance learning (hybrid) program offered through UA Online .

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include a statement of purpose, vita/resume and three letters of recommendation consistent with goals of the program.

For the *on-campus* concentration in School Psychology, prospective students are encouraged to complete their applications by January 15 for admission the following fall. Note that a prior graduate degree or educator certification is not required for admission to the on-campus program.

For the *distance learning/hybrid* concentration in School Psychology, applicants are encouraged to complete their applications by April 1. In addition, *distance learning* 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
3. fingerprinting/background clearance

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)

Code and Title	Hours
Data-Based Decision Making and Accountability:	
BSP 521 Cog Acad Assess	3
BSP 522 Soc-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)

This course listing applies to those who begin this program June 1, 2017. 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
Foundations of Professional Studies:	
BSP 601 Appl Pediatric Neuropsych	3
BEP 565 Personality & Social Dev	3
BCE 611 Multicult. Approach Counseling	3
Educational Research:	
BER 600 Survey of Educational Research	3
Interventions/Problem-Solving:	
BSP 625 Behavioral Consult-Interv	3
BSP 635 Academic Consult-Intv	3
BCE 652 Couns Stratg Adult-Child	3
BSP 686 Consult Interv Practicum	3
Internship: (minimum of 1200 hours)	
Specialist Internship in School Psychology (BSP 687) or Doctoral Internship in School Psychology (BSP 688)	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	
BEF 534 Multicultural Education	
BEP 541 Learning and Cognition	
BER 540 Statistical Methods In Educ	
BER 558 Psychometric Theory	
BSP 500 Intro School Psychology	
BCE 512 Counseling Theory Proc	
BSP 515 Cog Acad Assmnt Decsn Makng	
BSP 516 Social Behav Assmnt Decisn Mak	
BSP 588 Intern School Psychomtry	
CRD 569 Intro to Literacy Education	
Total Hours	36-69

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.

For the distance learning/hybrid program, courses taken for prior Class A certification cannot be counted toward this degree.

Graduate School information on Transfer Credit (p. 21).

EdS Plan of Study

The *on-campus* EdS degree 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.

The *on-campus* EdS degree requires a total of 72 graduate credit hours, which include hours from courses, practica, and internship.

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 (2010), as well as the Alabama Department of Education. These domains are as follows:

- Data-Based Decision Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family–School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

The *distance learning/hybrid* program is a State-approved program, so students complete requirements as outlined on the State-approved program checklist.

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.

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 exams are passed. Students must obtain an average of 80% of 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 examination.

Graduate School information on Comprehensive Exams (p. 21).

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. In the first year in the *on-campus* program, BSP 501 Ethics and Professional Issues in School Psychology, BSP 521 Cognitive and Academic Assessment and Data-Based Decision Making, and BSP 522 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 for the program (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 in the *on-campus* program, EdS 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.

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. EdS internships are not offered during summer 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 31 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 1st. Students may not begin their internship without a completed and signed MOA.

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 for each degree level, as soon as requirements for the applications are met. Each student for a graduate degree must apply for graduation no later than the semester preceding the semester in which degree requirements are to be completed. Thus, *on-campus* EdS students must complete all required forms for the MA degree, which is typically awarded during the first 1½ years in the program, and for the EdS degree, which is awarded at completion of internship.

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.

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 (5402)] to receive a grade for internship and graduate from the program. Currently, the program requires a score of 147 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 147 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.

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.

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. 206).

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. 219).

Scholastic Requirements

For the *distance learning/hybrid program*, candidates must earn a GPA of at least 3.50 on all courses in the program, with no grade below a C.

Graduate School information on Scholastic Requirements (p. 204).

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 described at <http://www.alsde.edu/sec/ec/Pages/nationalschoolpsychologist-all.aspx?navtext=Other%20Approaches:%20National%20School%20Psychologist>.
- Graduates of the distance learning program who obtain the EdS in Educational Psychology-School Psychology may be eligible for Alabama Class AA certification in School Psychology if the following prerequisites are met:
 - a. a passing score on the appropriate *Praxis* assessment, and
 - b. 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.)

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.

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 statement of purpose, 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 April 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. fingerprinting/background clearance.

Fingerprinting Requirement

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 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).

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 Life Span Development	3
HD 501 Child Development	
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 Life Span Development	3
HD 501 Child Development	
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

Learning and Assessment Concentration

Code and Title	Hours
Required Concentration Courses:	
BER 540 Statistical Methods In Educ	3
BER 550 Eval Classroom Learning	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

School Psychometry Concentration (Distance Learning/Hybrid Program)

This course listing applies to those who begin this program June 1, 2017. 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
Foundations of Professional Studies:	
BSP 500 Intro School Psychology	3
BEP 541 Learning and Cognition	3
Educational Research:	
BER 540 Statistical Methods In Educ	3
BER 558 Psychometric Theory	3
Educational Foundations:	
BEF 534 Multicultural Education *	3
Curriculum, Instruction, and Remediation:	
CRD 569 Intro to Literacy Education (or program-approved curriculum/instruction substitute)	3
Interventions/Problem Solving:	

BCE 512	Counseling Theory Proc	3
BSP 515	Cog Acad Assmnt Decsn Makng	3
BSP 516	Social Behav Assmnt Decisn Mak	3
Practica/Internship (minimum of 300 hours):		
BSP 588	Intern School Psychomtry	3
SPE 500	- however, 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

Footnotes

* SDE-approved diversity course

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 graduation from the program. Transfer of courses must be approved by the student's adviser. The Dean of the Graduate School must also approve transfer of courses. The form to request consideration of transfer of credits is available from the Graduate School's website.

For the School Psychometry concentration, credits used for previous Class B certification may not be used.

Graduate School information on Transfer Credit (p. 18).

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; for the thesis option, it is the thesis. The examinations are 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.

Graduate School information on Comprehensive Exams (p. 18).

Fieldwork/Practicum/Internship Requirements

For the School Psychometry concentration, internship hours of at least 300 clock hours at the P-12 level are required.

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 18).

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.

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. 206).

Academic Grievances

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

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 Scholastic Requirements (p. 204).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 18).

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:

- a. learning
- b. motivation
- c. human development
- d. 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 seeking an assistantship, applying without a master's degree, and/or if they do not have previous post-undergraduate research experience. To be competitive for the majority of assistantships, a minimum of 300 for the combined scores on the verbal and quantitative portions of the GRE is required.

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 90 credit hours (including 24 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
Choose THREE 3-hour Educational Psychology Core courses (typically 500-level BEP and HD courses)	9
Specialization or Concentration Courses (15 hours minimum)	
Choose courses based on specialization, including but not limited to BEP, HD, PY, and BEF courses.	15
Foundations Courses (12 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, HD, PY, and BEF offerings.	
BEF History and/or Philosophy of Education (Suggested courses include BEF 503, BEF 504, or BEF 510.)	3
BER 631 or BEF 642 Inqry As Interp: Qual I Studies Philosophy Education	3
Foundations course (500- or 600-level)	3
Foundations course (500- or 600-level)	3
Research Courses (15 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
Research course (600-level course is suggested.)	3
Electives (6 hours minimum)	
Electives can be any graduate-level course relevant to the student's focus and interests, including but not limited to courses from education, psychology, biology, human development, statistics, or computer science.	
Elective 1	3
Elective 2	3
Dissertation Research	24
Total Hours	90

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

Foundations of Educational 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	Foundations of Educational Neuroscience	3
BEP 670	Methods & Trends in Ed. Neuro.	3
Select One of the following BEP Courses		3
BEP 600	Contemp Educ Psych Prob	
BEP 641	Learning and Cognition	
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. 23).

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 for the Doctoral Plan of Study (p. 23).

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. 23).

Admission to Candidacy Requirements

PhD students advance to PhD candidacy when they pass their comprehensive exam.

Graduate School information on Admission to Candidacy (p. 23).

Continuous Enrollment Policy

Graduate School Policy on Continuous Enrollment (p. 23).

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.

Graduate School information on Dissertation Requirements (p. 23).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 23).

Student Progress Requirement

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. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on Application for Graduation (p. 23).

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 or above

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.

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 Psychometric Theory	3
BER 657 Psychometric Theory	
BER 600 Survey of Educational Research	3
BER 631 Inqry As Interp: Qual I	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.	
Practica/Fieldwork in Educational Research	
BER 687 or Field Work Educ Research	3
BER 689 Practicum Educ 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. 23).

Doctoral Plan of Study Requirement

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 for the doctoral degree. Otherwise, a "hold" may be place on future registrations.

Graduate School information on the Doctoral Plan of Study (p. 23).

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 completed the preliminary review and evaluation, all required Educational Research Core Courses, all area of specialization courses, and practicum and/or fieldwork. Registering to take the comprehensive examination must be done in writing (e.g. via email) at the beginning of the semester the student plans to take the examination. This is done by notifying the student's Program Committee Advisor, who then submits a copy to the Program Chair and the Department's Program Assistant.

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 designed 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. The comprehensive 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.

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) 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. 23).

Fieldwork/Practicum/Internship Requirements

Students are required to complete 6 hours in practicum and/or fieldwork in educational research. Students may choose to take 6 hours in BER 687 or BER 689, or to take 3 hours of each. 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. 23).

Continuous Enrollment Policy

Graduate School Policy on Continuous Enrollment (p. 23).

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 questions, 3) a theoretical or conceptual framework, 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, 4) research questions, 5) the methodology, 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 American 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.

Graduate School information on Dissertation Requirements (p. 23).

Time Limit for Degree Completion Requirement

Graduate School information on Time Limits (p. 23).

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. 224).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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.

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 have a Master's degree in education (or a related field)

It is recommended to apply after successful completion of BER 630 Qual Case Study Research or BER 631 Inqry As Interp: Qual 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 Material Turn in Qual	
BER 636 Qualitative Interviewing	
BER 637 Arts-Based Research	

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
2. Successful completion of BER 687 Field Work Educ Research
3. Capstone Presentation in the Department of Educational Studies Annual Southeastern Universities Graduate Research Symposium (SUGRS)

Transfer Credit

Graduate School information on Transfer Credit (p. 18).

Time Limit for Certificate Completion Requirements

Coursework must be completed within six (6) years.

Graduate School information on Time Limits (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

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 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 aims 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. 18)) and the College of Education (Master's (p. 18), Professional Certification, EdS, Doctoral (p. 18)) 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: Chairperson, 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.

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	Adv Statistical Methods in Ed Applied Regression Analysis	3
BER 657	Psychometric Theory	3
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. 18).

Time Limit for Certificate Completion Requirements

Coursework must be completed within six (6) years.

Graduate School information on Time Limits (p. 18).

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Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 206).

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Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

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 15 for admission the following fall semester.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. Vita/resume
2. 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 522 Soc-Behavioral Assessment	3
BSP 521 Cog Acad Assess	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
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 502 Prof Sem/School Psychology	3
BSP 698 Non-Dissertatn Research	3
Dissertation Research (BSP 699)	24
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
Advanced Doctoral Practicum (BSP 696)	6-12
Doctoral Internship in School Psychology (BSP 688)	15-18
Total Hours	123-132

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. 23).

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. (p. 23)

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 EdS or PhD internship until all exams are passed.

Written Qualification Examination

All doctoral students take the qualification examination at the end of the spring semester of their first year of study. The exam results are reported to the Graduate School to meet university requirements for the MA degree as well as the EdS degree. Qualification 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 qualification 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 and will be required to orally defend their responses. Students who do not pass qualification exams following two attempts will be dismissed from the program.

Written 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. 23).

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 522 Soc-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 31 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 1st. Students may not begin their internship without a completed and signed MOA.

Admission to Candidacy Requirements

The student must file all necessary forms with the UA Graduate School for each degree, including the program of study form, admission to candidacy form, and application for degree and must pay all necessary fees for graduation. Students are reminded to apply for admission to candidacy and graduation for each degree level, as soon as requirements for the applications are met. Each student for a graduate degree must apply for graduation no later than the semester preceding the semester in which degree requirements are to be completed. Thus, EdS students must complete all required forms for the MA degree, which is typically awarded during the first 1½ years in the program, and for the EdS degree, which is awarded at completion of internship. Doctoral students must complete all required forms for the MA degree typically awarded after the first 1½ years in the program, for the EdS degree awarded at completion of the first 1,200 hours of the doctoral internship, and the doctoral degree awarded at completion of all 2,000 hours of the doctoral internship and completion of dissertation.

Each semester, the Graduate School publishes dates by which students must meet degree requirements, submit forms, and engage in other activities necessary for admission to candidacy and awarding of the degrees. Most deadlines occur in the semester before the degree will be granted. Graduate School deadlines and forms are posted every semester. It is the student's responsibility to review and meet all deadlines. Failure to meet the Graduate School's deadlines may result in the Graduate School delaying a student's receipt of a degree.

The UA Graduate School's official admission to candidacy for the EdS in Educational Psychology-School Psychology requires that students submit the form after 12 post-MA credits have been completed.

The UA Graduate School's official admission to candidacy for the doctorate in School Psychology requires the following:

1. Completion of the program plan of study form approved by the Program Advisory Committee.
2. Demonstrated competence through the written or oral examination procedures or other evaluations required for the major field.
3. Completion of the pre-dissertation research project for the doctoral research requirement and the oral presentation of the completed project to peers and faculty.
4. Approval of dissertation proposal by the Dissertation Committee.

Official admission to candidacy is required before PhD students may complete their dissertation.

Graduate School information on Admission to Candidacy (p. 23).

Continuous Enrollment Policy

Graduate School Policy on Continuous Enrollment (p. 23).

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 should be completed prior to beginning the doctoral internship

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 http://osp.ua.edu/site/irb_training.html and http://osp.ua.edu/Research_compliance.html.

<http://services.graduate.ua.edu/etd/templates.html>

Graduate School information on Dissertation Requirements (p. 23).

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p. 23).

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 3.0 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.

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 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 5402) to receive a grade for internship and graduate from the program. Currently, the program requires a score of 147 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 147 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. 206).

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. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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. <https://education.ua.edu/programs/bsp>.

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).

Department of Kinesiology

- Majors
 - Kinesiology, MA (p. 582)
 - Kinesiology, PhD (p. 587)

Department Head

- Jonathan Wingo

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

- Matthew D. Curtner-Smith
- Michael Esco
- Mark T. Richardson
- Oleg Sinelnikov
- John Vincent
- Jonathan Wingo

Associate Professors

- Michael Fedewa
- Brent L. Hardin
- Dylan Williams

Assistant Professors

- Elroy Aguiar
- Hayley MacDonald
- Jacob Mota
- Lee Winchester

Clinical Associate Professors

- Colleen Geary
- Margaret Stran
- Elizabeth Woodruff

Clinical Instructor

- Neika Morgan

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](#)

Faculty

Department Head

Jonathan Wingo

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

Matthew D. Curtner-Smith

Michael Esco

Mark T. Richardson

Oleg Sinelnikov

John Vincent

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Associate Professors

Michael Fedewa

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Dylan Williams

Assistant Professors

Elroy Aguiar

Hayley MacDonald

Jacob Mota

Lee Winchester

Clinical Associate Professors

Colleen Geary

Margaret Stran

Elizabeth Woodruff

Clinical Instructor

Neika Morgan

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)

Admissions

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.

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.
- **Degree requirement:** An appropriate bachelor's degree from a regionally accredited institution with a minimum overall GPA of 2.75 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. The transcript evaluation will determine if an applicant meets the teaching field requirement.
- **Fingerprinting/background clearance**

Admission Requirements for Applicants not Seeking Certification

In addition to the minimum Graduate School admission requirements, to be considered for regular admission applicants must:

- Score of at least 300 (combined verbal and quantitative) on the GRE

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 1, 2017. 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 present a GPA of at least 3.25 on all courses in the program, with no grade below a C.

Kinesiology, MA (Class A Physical Education)		Hours
Required course:		
KIN 510	Tchg & Supervg Elem PE	3
Foundations of Professional Studies:		
KIN 691	Res Sociology Human Perf	3
Select ONE course from these SDE approved diversity courses:		3
BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	
Educational Research:		
(Select ONE of these educational research courses.)		3
KIN 506	Techniques of Research	
KIN 566	Evaluation in Kinesiology	

BER 540	Statistical Methods In Educ	
Practicum:		
KIN 585	Lab & Field Experience	3
Teaching Field:		
KIN 512	PE Curriculum	3
Three advisor approved 500-600 level courses in Kinesiology Studies		
Technology:		
CAT 531	Computer Based Instruction	3
Additional Requirements:		
Thesis		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 1, 2017. 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, and earn passing scores on a comprehensive exam and the appropriate Praxis subject assessment(s).

Kinesiology, MA (Alternative Class A Physical Education)	Hours
Curriculum and Teaching:	
KIN 510	Tchg & Supervg Elem PE 3
KIN 512	PE Curriculum 3
Foundations of Professional Studies:	
BEF 510	Phil Hist Socl Founds Ed * 3
Technology:	
CAT 531	Computer Based Instruction 3
Evaluation of Teaching and Learning:	
KIN 566 is required if KIN 366 was not taken prior to unconditional admission. 0-3	
Literacy:	
CRD 512 is required if CRD 350 was not taken prior to unconditional admission. 0-3	
Teaching Field:	
KIN 595	Workshop Physical Education 6
KIN 590	Sports/Dance Workshop 6
Full-time Internship:	
KIN 585	Lab & Field Experience 6
EDU 500	Internship Seminar 1
Special Education Coursework:	
SPE 500 is required if SPE 300 was not completed prior to unconditional admission. 0-3	
Total Hours	31-40

Footnotes

* SDE approved diversity course

NOTES: 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 (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 or	Exercise Health Disease 3
KIN 566	Evaluation in Kinesiology 3
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 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 from the following courses. Additional courses may be approved based on the advisor's discretion.)	21
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	Instruct Design PE High Ed	
KIN 691	Res Sociology Human Perf	
General Courses:		
KIN 566	Evaluation in Kinesiology	
Thesis		
KIN 599	Thesis Research	6
Optional Work (6 hours):		
Complete an additional 6 hours of graduate level work either inside or outside the Department of Kinesiology. Courses chosen outside the Department of Kinesiology must support the student's main academic interest.		

Total Hours **30**

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 in order 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 as well as toward an MA in Kinesiology degree (with coursework focusing on Exercise Science). Students admitted to the program take 12 hours of 500-level coursework during the senior year. Upon completion of the undergraduate degree, students can take an additional 18 hours of coursework during year 5 in order 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. 13).

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 (Dr. Sinelnikov) at least four weeks prior to their desired examination date.
- During the fall semester, any retakes of the master's comprehensive examination will take place in the first week of December. During the spring semester, they will take place in the first week of May. 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 a rotation of faculty members organized 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 examination must 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 at least half of the field experiences shall be in the candidate's teaching field. These placements are in the greater Tuscaloosa 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 (formerly called student teaching) 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 in 105 Autherine Lucy Hall during the semester preceding the semester of the planned internship. The application process begins by attending a mandatory application session, which is held the first Wednesday in October for spring-semester interns and the first Wednesday in March for fall-semester interns. The time, date, and place of the application session are announced at the beginning of each semester. The deadline for filing applications for a spring-semester internship is October 31; for a fall-semester internship the deadline is March 31.

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 assessments.
- The student must have achieved a minimum grade point average of 3.0, both for all University of Alabama courses attempted and for all University of Alabama courses and transfer courses combined.
- 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."

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 in 105 Autherine Lucy Hall 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, 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 and score it using a rubric.
- IRB approval may be necessary for research involving human subjects. More info here: <http://ovpred.ua.edu/research-compliance/institutional-review-board-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, 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 thesis defense and score it using a rubric.
- Students failing the thesis defense will be required to defend their thesis a second time. They 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 Requirements

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.

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. 206).

Academic Grievances Information

Information on Academic Grievances (p. 219).

Scholastic Requirements

As required for traditional Class A and Alternative 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."

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadline.

Application for Graduation Information

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.

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.

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.

Prospective students who fail to satisfy one of the criteria above may be considered for Admission with Permission to Continue at the discretion of faculty.

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 an admission timeline. For coursework focusing on exercise science, prospective students are encouraged to submit admission and graduate assistantship applications prior to January 15 to be considered for Fall admission. For coursework focusing on sport pedagogy, applications are accepted year round.

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.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The Ph.D. degree requires a minimum of 72 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) 24 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 Ph.D. 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	
CHS 627	Multivar Meth Hlt Stats	
POPH 522	Biostatistics	
PY 602	Advanced Statistics I	
PY 603	Advanced Statistics II	
PY 604	Multivariate Methods Analysis	
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		24
KIN 699	Dissertation Research	
Total Hours		72

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		24
KIN 699	Dissertation Research	
Total Hours		72

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. 23).

Doctoral Plan of Study Requirements

Graduate School information on the Doctoral Plan of Study (p. 23).

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 single comprehensive examination attempt will comprise a written and oral component.

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) and average score (based on 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 examination must 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. 23).

Admission to Candidacy Requirements

A student is admitted to candidacy after completing all coursework and passing the comprehensive exam.

Graduate School information on Admission to Candidacy (p. 23).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 23).

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.
- 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 his/her final dissertation proposal to his/her 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 and score it using a rubric.
- IRB approval may be necessary for research involving human subjects. More info here: <http://ovpred.ua.edu/research-compliance/institutional-review-board-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 required to defend their dissertation a second time. They 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. 23).

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p. 23).

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. Formation of doctoral dissertation committee
6. Proposal of doctoral dissertation
7. Admission to candidacy
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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Graduate School information on Deadlines.

Application for Graduation Information

Graduate School information on the Application for Graduation (p. 23).

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 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 his or her advisor. It is recommended that each student work closely with his or her academic advisor during the first year of graduate study 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 or administrative staff for the department.

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 during spring, summer, and fall. 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.

Fingerprinting Requirement

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 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).

Traditional Class A Certification in Music Education, MA in Secondary Education

Admission Requirements

Applicants to the traditional Class A program must hold appropriate prior certification in Music Education (Instrumental or Choral) to be considered for admission.

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. Contingent upon faculty and Graduate School approval, conditional admission is granted in some instances.

Curriculum Requirements

Two MA plans in Music Education (Plan I and Plan II, below) are offered in the College of Education. Both Plan I and Plan II lead to Alabama Class A (masters level) professional educator certification. Both require

compliance with the State-approved certification program and a minimum of 30 graduate semester hours as follows: (a) required music education courses, 6 hours; (b) foundations of professional studies, 6 hours; (c) educational research, 3 hours; (d) technology, 3 hours; (e) faculty-approved teaching field, 12 hours; and, additional requirements/electives, 0-3 hours. Candidates under Plan I for the master's degree must write a thesis (6 semester hours of thesis research may be used toward the degree). Plan II candidates must earn a minimum of 30 graduate semester hours. No music education master's degree programs are available without satisfying Alabama certification requirements; those earning a master's degree must be eligible for recommendation for Alabama Class A Music Education (P-12) teaching certification.

This course listing applies to candidates having appropriate prior certification who begin this program at UA on June 1, 2017, 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.

Code and Title	Hours
Required Courses:	
MUE 530 Mus Ed Curr Theory Dev	3
Choose ONE from MUE 522, MUE 525, or MUE 526	3
Teaching Field (Contact the graduate program coordinator to select from the following):	12
MUE 522 General Music: Approaches and Practices	
MUE 525 Choral Techn Materials	
MUE 526 Instrml Techn Materls	
MUE 535 Curriculum Projects In Mued	
MUE 590 Seminar In Music Education	
MUE 598 Non-Thesis Research	
MUE 599 Thesis Research	
Foundations of Professional Studies:	
MUE 500 Foundatn Music Education (preferred)	3
Select ONE course from these SDE approved diversity courses:	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
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

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 Exams

Graduate School information on Comprehensive Exams (p.).

Plan I - Thesis Process Requirements

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

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.

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.

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

Graduate School information on Academic Misconduct.

Withdrawals and Leave of Absence

Graduate School information on Withdrawals and Leave of Absence (p. 206).

Academic Grievances

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Candidates must present a GPA of at least 3.25 on all courses in the program below, with no grade below a C.

Graduate School information on Scholastic Requirements (p. 204).

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 A Music Education 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 documenting mastery of the curriculum,
- hold valid Alabama Class B Music Education 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.

Alternative Class A Certification in Music Education--Nontraditional, Initial Teacher Certification, MA in Secondary Education

Admission Requirements

The Alternative Class A program is designed for those who possess an undergraduate degree in an area of music *other than music education* from a school accredited by the National Association of Schools of Music. Specified undergraduate prerequisite courses are also required.

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 and other requirements.
- **Degree requirement:** An appropriate bachelor's degree from a regionally accredited institution with a minimum overall GPA of 2.75 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. The transcript evaluation will determine if an applicant meets the teaching field requirement.
- **Fingerprinting/background clearance**

Curriculum Requirements

This course listing applies to those who begin this program June 1, 2017, 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, and a passing score on a comprehensive assessment is required. Successful fulfillment of all requirements leads to a master's degree and recommendation for the Alabama Class A professional educator certificate in Music Education (P-12).

Code and Title

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 courses in MUS, MUA, or MUE approved by the graduate coordinator for MUE		
Professional Studies:		
MUE 500	Foundatn Music Education	3
BEF 510	Phil Hist Socl Founds Ed *	3
Technology:		
CAT 531	Computer Based Instruction	3
Evaluation of Teaching and Learning:		
BER 550	Eval Classroom Learning	3
Literacy:		
CRD 512	Impr Read Second Schools	3
Special Education coursework:		
SPE 500 is required unless SPE 300 was previously completed.		0-3
Full-time Internship:		
MUE 597	Practicum Music Education (3 hours elementary and 3 hours secondary placement required; one full semester)	6
EDU 500	Internship Seminar	1
Total Hours		40-43

Transfer Credit

Graduate School information on Transfer Credit (p.).

Comprehensive Exams

Graduate School information on Comprehensive Exams (p.).

Fieldwork/Practicum/Internship Requirements

For the Alternative Class A program, 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.

Plan I - Thesis Process Requirements

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

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.

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.

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 Alternative Class A program, a passing score on the appropriate Praxis subject assessment is required.

Academic Misconduct

Graduate School information on Academic Misconduct (p. 7).

Withdrawals and Leave of Absence

Graduate School information on Withdrawal and Leave of Absence (p. 206).

Academic Grievances

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Candidates must present a GPA of at least 3.25 on all courses in the program below, with no grade below a C.

Graduate School information on Scholastic Requirements (p. 204).

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 A Music Education 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 appropriate Praxis subject 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.

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.

Class AA Certification in Music Education, EdS in Secondary Education

Admission Requirements

Applicants to the EdS program must hold valid Alabama Class A certification in Music Education or an approved equivalent certification to be considered for admission.

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-masters degree program. Contingent upon faculty and Graduate School approval, conditional admission is granted in some instances. See the Admission Criteria section of this catalog for more information.

Curriculum Requirements

A minimum of 30 hours of appropriate work beyond the MA degree, including completion of a research project, is required for the educational specialist (EdS) degree. The total hours of graduate work, including the MA degree, must be 60 hours. Those pursuing certification options must be certain their programs of study meet all certification requirements according to programs approved by the Alabama Department of Education. Courses used to qualify for a lower level supporting certificate cannot be used again in a higher level certification program. The fulfillment of these requirements leads to the Alabama Class AA professional educator certificate in Music Education (P-12). This course listing applies to candidates having appropriate prior certification who begin this program at UA on June 1, 2017, 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 below, with no grade below a C. [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.]

Code and Title	Hours
Required Courses (See graduate program coordinator to select from the following or other approved MUE courses.):	9

MUE 635	Curriculum Projects Mued	
MUE 698	Non-Dissertatn Research	
MUE 522	General Music: Approaches and Practices	
MUE 525	Choral Techn Materials	
MUE 526	Instrml Techn Materls	

If the above courses were part of the Class A certificate, approved MUE electives may be utilized.

Teaching Field (See graduate program coordinator to select from the following or other music courses approved by the advisor):	12
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MUE 522	General Music: Approaches and Practices	
MUE 525	Choral Techn Materials	
MUE 526	Instrml Techn Materls	
MUE 590	Seminar In Music Education	
MUE 631	Doctor of Philosophy Diagnostic/Admission Exam	
MUE 635	Curriculum Projects Mued	

Foundations of Professional Studies:

MUE 500	Foundatn Music Education	3
Select ONE of these SDE approved diversity courses:		3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	

Educational Research:

MUE 540 (If MUE 540 was part of the Class A program, meet with the graduate program coordinator to select a substitute course.) 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**

Footnotes

* If MUE 530 Mus Ed Curr Theory Dev is part of Class A certificate, meet with the graduate program coordinator to select a substitute course.

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.).

Comprehensive Exam

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. 21).

Time Limit for Degree Completion

Graduate School Information on Time Limits (p. 21).

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

Graduate School information on Academic Misconduct.

Withdrawals and Leave of Absence

Graduate School information on Withdrawals and Leave of Absence (p. 206).

Academic Grievances

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Candidates must present a GPA of at least 3.50 on all courses in the program below, with no grade below a C. [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 Scholastic Requirements (p. 204).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 21).

Certification

To be awarded Alabama Class AA Music Education certification, students must:

- maintain a GPA of at least 3.50 on all courses with no grade below a C,
- receive a passing score on a comprehensive assessment documenting mastery of the curriculum,
- hold valid Alabama Class A Music Education 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.

EdD in Curriculum and Instruction (Music Education option)

The Music Education EdD program is designed to develop the performance, pedagogical, and research capabilities required to conduct applied research, prepare preservice 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.

Admission Requirements

Applicants should submit the following items with the application:

- official transcripts with either a bachelor's or master's degree in music education and a grade point average of 3.0/4.0 overall
- resume or curriculum vitae
- three (3) letters of recommendation
- a video recording of a rehearsal or classroom teaching sample
- a video recording of a conducted/directed ensemble performance (if possible)
- a writing sample
- a passing TOEFL score (international students)

Applicants will have a formal screening interview with the music education faculty prior to an admission decision.

A preferred qualification is for a minimum of three years of full-time contractual teaching experience in a public or private school music program. Contingent upon faculty and Graduate School approval, conditional admission is granted in some instances.

Applicants may be required to demonstrate professional competence in music theory and music history; and, if requested, to perform a placement audition on the major instrument prior to the completion of 12 hours of graduate study.

Under exceptional circumstances, an applicant who does not meet requirements may be conditionally accepted. In this case, the student must demonstrate a 3.0 grade point average in the first 12 hours attempted in the doctoral program. If successful, the status will change to unconditional admission. If unsuccessful, the student will be asked to leave the program.

Curriculum Requirements

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.

All doctoral students must have a completed Program 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 for the doctoral degree.

1. Students will take 42 hours minimum in courses related to their major area of interest in Music, Music Education, Conducting, Diversity, and Curriculum and Instruction.
2. Students will take 30 hours of support coursework in educational research, humanistic/behavioral studies, and free electives.
3. Students will take 12 hours of dissertation. Dissertation hours can exceed 12 hours as some students carry out research investigations that may take more time to complete than do others.
4. Total coursework, including the dissertation and transfer hours, will be 72 hours (60 post master's) plus a minimum of 12 hours of dissertation credit equaling 84.

Transfer Credit

At the discretion of the Graduate Program Director in Music Education, it may be possible to transfer in 24 credit hours from a relevant master's degree program or Ed.S. program.

Graduate School information on Transfer Credit (p. 23).

Doctoral Plan of Study

Within 30 hours or less, students will submit a Plan of Study, which will be agreed upon with a program of study committee and based on results of the MUE Diagnostic Exam. The committee includes the graduate program director (or designee) and a minimum of four additional faculty, one of whom must be external to music education and at least three of whom must hold faculty lines within music education. At least three of the committee members must have Full Graduate Faculty status.

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.

Graduate School information on the Doctoral Plan of Study (p. 23).

Doctoral Comprehensive Exam

In order to be admitted to candidacy, a final comprehensive examination representing a culminating experience is required of all students pursuing the EdD degree. The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. The graduate program director, with approval of the program committee, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses; a research paper, a policy and practice paper, or equivalent experience; a public performance or exhibition along with a contextualizing paper; and/or a practicum or internship.

The EdD program will require a comprehensive examination when coursework is within six-twelve hours or less of completion. The comprehensive examination will be developed and scored by the doctoral program committee, which includes the major advisor. Should a student fail the examination, the student will have one more opportunity to take and pass the comprehensive examination.

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 6-12 credit hours of coursework remaining in their program. The student's program of study must have been completed and be on file in the Music Education Office, and a Doctoral Committee Advisory form must be completed and on file.

Graduate School information on Doctoral Comprehensive Exams (p. 23).

Admission to Candidacy

A department-approved **Admission to Candidacy for the Doctoral Degree** is submitted to the Graduate School as soon as possible after passing the comprehensive (preliminary) examination. Upon successful completion of the comprehensive examination, the student will identify the doctoral dissertation major advisor and dissertation committee membership, which will follow the same guidelines as did the Plan of Study committee formation but with the major advisor assuming the previous role of the graduate program director. 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.

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. The student cannot propose a dissertation and have its final defense in the same semester.

When the dissertation proposal has been deemed acceptable, the student is admitted to candidacy once the Admission to Candidacy Form is signed by the committee.

Graduate School information on Admission to Candidacy (p. 23).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 23).

Dissertation Requirements

Once admitted to candidacy, the student will 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 present the work via an oral presentation to the committee, which is also open to the public. The student must successfully defend the work immediately after the oral presentation to the committee, which is closed to the public. A successful defense may still entail some revision to the written dissertation.

Graduate School information on Dissertation Requirements (p. 23).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 23).

Academic Misconduct

Graduate School information on Academic Misconduct (p. 7).

Academic Grievances

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 23).

PhD in Curriculum and Instruction (Music Education option)

The Music Education 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.

Admission Requirements

Applicants should submit the following items with the application:

- official transcripts with either a bachelor's or master's degree in music education and a grade point average of 3.0/4.0 overall
- resume or curriculum vitae
- three (3) letters of recommendation
- a video recording of a rehearsal or classroom teaching sample
- a video recording of a conducted/directed ensemble performance (if possible)
- a writing sample
- a passing TOEFL score (international students)

Applicants will have a formal screening interview with the music education faculty prior to an admission decision.

A preferred qualification is for a minimum of three years of full-time contractual teaching experience in a public or private school music program. Contingent upon faculty and Graduate School approval, conditional admission is granted in some instances.

Applicants may be required to demonstrate professional competence in music theory and music history; and, if requested, to perform a placement audition on the major instrument prior to the completion of 12 hours of graduate study.

Curriculum Requirements

The Music Education 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.

All doctoral students must have a completed Program 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 for the doctoral degree.

1. Students will take 48 hours minimum in courses related to their major area of research interest in Music, Music Education, Conducting, and Curriculum and Instruction.
2. Students will take 30 hours of support coursework in educational research, humanistic/behavioral studies, and free electives.
3. Students will take 24 hours of dissertation.
4. Total coursework, including the dissertation and transfer hours, will be 102 hours (78 post masters).

Transfer Credit

At the discretion of the Graduate Program Director in Music Education, it may be possible to transfer in 24 credit hours from a relevant master's degree program or Ed.S. program.

Graduate School information on Transfer Credit (p. 23).

Doctoral Plan of Study

Within 30 hours or less, students will submit a Plan of Study, which will be agreed upon with a program of study committee and based on results of the MUE Diagnostic Exam. The committee includes the graduate program director (or designee) and a minimum of four additional faculty, one of whom must be external to music education and at least three of whom must hold faculty lines within music education. At least three of the committee members must have Full Graduate Faculty status.

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.

Graduate School information on Doctoral Plan of Study (p. 23).

Doctoral Comprehensive Exam

The comprehensive exam in music education includes the Written Doctoral Projects and Oral Comprehensive Examination.

Written Doctoral Projects. Doctoral of Philosophy students in music education at the University of Alabama complete and submit three (3) doctoral research projects. The doctoral projects may comprise work completed in 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 director or designee; be deemed by the advisory committee to be exemplary of sufficient quality, substance, and breadth for presentation/publication in a professional forum; and afford the doctoral student an opportunity to develop potential foci for the doctoral dissertation and refined pedagogical expertise.

In some cases, the doctoral student may complete an extended service project in the place of one of the research projects (e.g., institute a music program in schools, develop specific music curricula, develop a community music organization, etc.). Documentation for such projects will be decided in advance and must be approved by the graduate program director (or designee) and the doctoral committee and be of sufficient scope to justify its replacement of one of the doctoral research projects.

Oral Comprehensive Examination. After the Graduate Program Director or designee and the advisory committee deem the three research projects to be of sufficient merit, the student will be required to successfully complete a comprehensive oral examination that will be juried by the graduate program director or designee, the advisory committee, and other appropriate faculty. The examination will include a presentation of the doctoral research projects immediately followed by a defense with the advisory committee and the graduate program director or designee.

Graduate School information on Doctoral Comprehensive Exams (p. 23).

Admission to Candidacy

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Graduate School information on Admission to Candidacy (p. 23).

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Graduate School information on Dissertation Requirements (p. 23).

Time Limit for Degree Completion

Graduate School information on Time Limits (p. 23).

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Graduate School information on Academic Misconduct (p. 7).

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Graduate School Deadlines

Information on Graduate School Deadlines.

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Information on the Application for Graduation (p. 23).

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 a music education advisor.

Department Head and Professor

- Carl B. Hancock

Professor

- Kenneth Ozzello

Assistant Professor

- Julie K. Bannerman

Instructors

- Melissa Life
- Anne C. Witt

Music Education Affiliated Faculty

- Mary Lindsey Bailey
- Andrea Cevasco-Trotter
- Andrew Lyng
- Osiris Molina
- Khristi Motley
- Jonathan Noffsinger
- Judy Ransom
- Diane Schultz
- Kevin Welborn
- Justin White

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

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Justin White

Department of Special Education and Multiple Abilities

- Majors
 - Special Education, MA (p. 604)
 - Special Education, EdS (p. 602)
 - Special Education, EdD (p. 599)
 - Special Education, PhD (p. 612)

Department Head

- Nicole Cain Swoszowski

Program Coordinators

- Laci Watkins, Autism
- Ragan McLeod, Early Childhood Special Education
- Jennifer L. Jolly, Gifted
- N. Kagendo Mutua, Severe Disabilities
- Nicole Cain Swoszowski, Collaborative and Doctoral Programs

Professors

- Lucy Barnard-Brak
- Gregory J. Benner
- Carol A. Donovan
- 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
- Laci Watkins

Clinical Assistant Professors

- John Myrick
- Catherine Price
- Kimberly Tomeny
- Amy Williamson

Clinical Research Assistant Professors

- Olivia Robinson Hester
- Erica Ogle Lee
- 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

Faculty**Department Head**

Nicole Cain Swoszowski

Program Coordinators

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Ragan McLeod, Early Childhood Special Education

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N. Kagendo Mutua, Severe Disabilities

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Catherine Price

Kimberly Tomeny

Amy Williamson

Clinical Research Assistant Professors

Olivia Robinson Hester

Erica Ogle Lee

Sara Sanders

Clinical Instructors

Lisa Burgess

Sharron Maughn

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	
12	
BEF 577 or Readings in Critical Sociology of Education	
BEF 667 Multicult Soc Ed Leadership	
BEF 607 Readings In Soc Of Ed	
BEF 640 Studies History Of Education	
Foundations elective (BEF 577 or BEF 667)	
Educational Research courses	
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 courses (36 hours)	
SPE 593 Intro Severe/Profound Disabili	3
SPE 600 Doctoral Seminar Spe	3
SPE 597 Transition In Special Ed	3
SPE 601 Sem Col Teachg In 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 Collaborative Education	
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 681	Issues In Gifted Educ	
Autism Cohort		
SPE 502	Adv Behav Mgt Spec Educat	
SPE 504	Intro to Assistive Technology	
SPE 520	Early Language and Literacy	
SPE 531	Intro to ASD	
SPE 532	EBP for Ind ASD	
SPE 533	Assessing Behavior Change	
Leadership and Special Education Cohort		
AEL 619	Politics Of Education	
AEL 630	School Partnerships	
AEL 661	Major Issues and Trends	
AEL 671	Survey Instructnl Superv (Leadership and Special Education Cohort)	
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. 23).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study (p. 23).

Comprehensive Exams

Students may take comprehensive examinations during 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. 23).

Admission to Candidacy Requirements

After approval of the dissertation proposal and the completion of comprehensive examinations, the student is eligible for admission to candidacy for the degree. 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. 23).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 23).

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. 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 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 a chair and discussing potential research ideas, the chair will have suggestions as to who should serve on the dissertation committee. For dissertation study, students will need at least three faculty members including the chair to serve on the committee per Graduate School policy for EdDs.

"EdD program advisory committees usually consist of a minimum of three members of the graduate faculty: a chairperson who represents the student's major area of study and who will be the major advisor for the student in program planning and research, and two members (one from outside the department of the College in which the student is majoring) who can also be of assistance in their areas of expertise."

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
 - 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 if 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. 23).

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p. 23).

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. 224).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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.
- be aware of the admission requirements established by the Alabama Department of Education.
- hold valid master's level certification in a teaching field.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Collaborative (K-6, 6-12), Class AA

This course listing applies to candidates having appropriate prior certification who begin this program June 1, 2017. 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
Curriculum and Teaching:	
SPE 613 Consult Proc Spe Progs	3
Foundations of Professional Studies:	
(Choose ONE of these SDE approved diversity courses.)	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	
Educational Research:	
BER 540 Statistical Methods In Educ	3
BER 631 Inqry As Interp: Qual I	3
BER 660 Eval I:Theory & Practice	3
Teaching Field:	
SPE 623 Issues in Collaborative Education	3
SPE 624 Adv. Curr. Workshop: Collab.	3
SPE 616 Adv. Professional Development	3
SPE 617 SPE Leadership	3
SPE 606 Topical Seminar In Spe	3
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	33-36

Early Childhood Special Education (P-3), Class AA

This course listing applies to candidates having appropriate prior certification who begin this program June 1, 2017. 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
Required courses:	
SPE 613 Consult Proc Spe Progs	3
Foundations of Professional Studies:	
(Choose ONE of these SDE approved diversity courses.)	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	

BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	
Educational Research:	
BER 540 Statistical Methods In Educ	3
BER 631 Inqry As Interp: Qual I	3
BER 660 Eval I:Theory & Practice	3
Teaching Field:	
SPE 606 Topical Seminar In Spe	3
SPE 616 Adv. Professional Development	3
SPE 617 SPE Leadership	3
SPE 621 Issues in Special Education: Early Childhood	3
SPE 622 Adv. Curr. Workshop:Early	3
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	33-36

Gifted (P-12), Class AA

This course listing applies to candidates having appropriate prior certification who begin this program June 1, 2017. 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 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 (S.E.W.). Up to three semester hours of the prerequisite work may be used to meet the elective requirements in this program.

Code and Title	Hours
Required courses:	
SPE 613 Consult Proc Spe Progs	3
SPE 617 SPE Leadership	3
Foundations of Professional Studies:	
(Choose ONE of these SDE approved diversity courses.)	3
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	
BEF 534 Multicultural Education	
BEF 575 Found Educn Through Film	
BEF 607 Readings In Soc Of Ed	
BEF 650 Critical Race Theory In Educ	
BEF 667 Multicult Soc Ed Leadershp	
BEF 681 Ethics And Education	
Educational Research:	
BER 540 Statistical Methods In Educ	3
BER 631 Inqry As Interp: Qual I	3
Teaching Field:	
SPE 681 Issues In Gifted Educ	3
SPE 612 Readg Research In Spe	6
SPE 682 Adv Curr Workshop Gift Educatio	6

Additional requirements/electives:

Advisor approved elective (SPE 606 Bibliotherapy is recommended.)	3
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SPE 500 is required if a special education survey course was not part of the undergraduate program or another graduate program.	0-3
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Total Hours	33-36
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Transfer Credit

Graduate School information on Transfer Credit (p. 21).

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. The student's advisor/chair will write the comprehensive examination questions in view of each student's course of study. The comprehensive examination will be delivered via Blackboard, and students will have 10 consecutive days to complete their questions. Comprehensive examination responses are subject to evaluation for plagiarism and other forms of academic dishonesty as outlined in the code of student conduct. Two graders will grade the comprehensive examinations. A third reviewer will be added if there is not agreement of pass/fail among the original two readers.

Graduate School information on Comprehensive Exams (p. 21).

Time Limit 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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 21).

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 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:

Traditional Class A certification programs are available in

- autism (Class A, Innovative)
- collaborative education
- early childhood special education
- gifted and talented
- severe disabilities (Class A only)

Alternative Class A certification programs are available in

- collaborative education
- early childhood special education with dual certification in early childhood
- gifted and talented

Additionally, an Overseas master's degree program in Special Education is offered to overseas students. The Overseas Program 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.

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 degree may register for work toward the EdS degree, in the amount needed to complete full registration loads.

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.

For admission to the Class A program of study in autism, the prior certification must be held in an appropriate area of special education.

Fingerprinting Requirement

Applicants to state-approved teacher education programs 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 MA 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. 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).

Alternative Class A, Nontraditional, Initial Teacher Certification Programs

Special Education & Multiple Abilities offers teacher education programs that do not require prior certification in a teaching field. These programs lead to Alabama Alternative Class A certification in special education (collaborative teacher, K-6; collaborative teacher, 6-12; early childhood special education, P-3; or gifted, P-12) and are designed to allow individuals with undergraduate degrees in nonteaching fields to enter the field of education.

Admission to a nontraditional, alternative certification program in special education requires full admission to the Graduate School and the completion of specified undergraduate prerequisite courses.

For admission to the Alternative Class A (non-traditional) program in collaborative education, early childhood special education, or gifted and talented 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 2.75 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 Collaborative or Early Childhood Special Education, applicants must have completed 12 hours of coursework in each of four areas: English Language Arts, social studies, science, and mathematics. (This is called the 4 x 12 requirement.) Applicants who do not meet the 4 x 12 requirement have the option to earn a passing score on the appropriate Praxis subject assessment(s) in lieu of completing the deficient 4 x 12 courses. For Alternative Class A in Gifted, applicants must have an academic major in a discipline that is approved in the Alabama Course of Study.
- **Fingerprinting/background clearance** - Applicants to state-approved teacher education programs 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 MA 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. 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).

Non-Certification Overseas Program for Special Education, MA

Admission requirements for the Graduate School and the College of Education are detailed elsewhere in this catalog.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Autism, Class A (Innovative)

This course listing applies to candidates having appropriate prior certification in an area of special education. 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
Required Courses	
SPE 531 Intro to ASD	3
Choose ONE of the following:	3
SPE 504 Intro to Assistive Technology	
SPE 520 Early Language and Literacy	
Foundations of Professional Studies	
Select one of the following:	
BEF 503 History Of Amer Educn	
BEF 507 Sociology Of Education	

BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 639	Educ Theory And Policy	
BEP 500	Adv Educational Psych	
BEP 505	Motivation and Self-Regulation	
BEP 541	Learning and Cognition	
BEP 550	Life Span Development	
BEP 565	Personality & Social Dev	
BEP 570	Foundations of Educational Neuroscience	
BEP 600	Contemp Educ Psych Prob	
BEP 601	Family, Sch., Community Relat.	

Educational Research

SPE 501	Diag Assess Except Chld Youth	3
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Technology

CAT 531	Computer Based Instruction	3
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Teaching Field

SPE 502	Adv Behav Mgt Spec Educt *	3
SPE 532	EBP for Ind ASD	3
SPE 533	Assessing Behavior Change	3
SPE 588	Autism Practicum	3

Additional Requirements

Advisor-approved course related to content/special focus area	3
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SPE 500 is also 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

Footnotes

* State-approved diversity course

Collaborative (K-6), Class A

This course listing applies to candidates having appropriate prior certification who begin this program June 1, 2017. 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

Curriculum and Teaching:

SPE 502	Adv Behav Mgt Spec Educt *	3
SPE 503	Masters Seminar In Spe	3
SPE 514	Teach Consult Model Spe	3

Foundations of Professional Studies:

(Choose ONE of these SDE approved diversity courses.) 3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	

Educational Research:

SPE 501	Diag Assess Except Chld Youth	3
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Technology:

CAT 531	Computer Based Instruction	3
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Teaching Field:

SPE 591	Adv Academc Methods Elem	3
SPE 594	Methods Severe Disability	3
SPE 596	Collaborative Practicum	3

Choose ONE of the following: 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	

Additional requirements:

SPE 590	Intro Mild Disabilities	3
SPE 593	Intro Severe/Profound Disabili	3

SPE 500 is required if a special education survey course (or the following MAP courses: 311, 312, 413 and 414) was not completed as part of the undergraduate program or another graduate program. 0-3

Total Hours 36-39

Footnotes

* SDE approved diversity course

Collaborative (6-12), Class A

This course listing applies to candidates having appropriate prior certification who begin this program June 1, 2017. 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

Curriculum and Teaching:

SPE 502	Adv Behav Mgt Spec Educt *	3
SPE 503	Masters Seminar In Spe	3
SPE 514	Teach Consult Model Spe	3

Foundations of Professional Studies:

(Choose ONE of these SDE approved diversity courses.) 3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadershp	
BEF 681	Ethics And Education	

Educational Research:

SPE 501	Diag Assess Except Chld Youth	3
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Technology:

CAT 531	Computer Based Instruction	3
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Teaching Field:

SPE 592	Adv Academic Methods Sec	3
SPE 594	Methods Severe Disability	3
SPE 597	Transition In Special Ed	3
SPE 596	Collaborative Practicum	3

Additional requirements/electives:

SPE 590	Intro Mild Disabilities	3
SPE 593	Intro Severe/Profound Disability	3

SPE 500 is required if a special education survey course (or the following MAP courses: 311, 312, 413, and 414) was not completed as part of the undergraduate program or another graduate program.

Total Hours **36-39**

Footnotes

* SDE approved diversity course

Early Childhood Special Education (P-3), Class A

This course listing applies to candidates having appropriate prior certification who begin this program June 1, 2017. 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**

Required courses:

SPE 571	Educ Yng Child W/Disabl	3
HD 501	Child Development	3

Foundations of Professional Studies:

(Choose ONE of these SDE approved diversity courses.) 3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadership	
BEF 681	Ethics And Education	

Educational Research:

SPE 576	Assessment Young Childrn	3
BER 550	is also required if an evaluation and learning course was not part of the undergraduate program or another graduate program.	0-3

Technology:

CAT 531	Computer Based Instruction	3
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Teaching Field:

SPE 502	Adv Behav Mgt Spec Educat *	3
SPE 578	Meth Tch Yng Child W/Dis	3
SPE 575	ECSE Practicum	6

Additional requirements/electives:

(Choose ONE of the following or another advisor approved elective.) 3

CRD 511	Begin Rding Pre-K-Prim Grades	
CEE 580	Concepts of EC/ELE School Math	
CEE 581	Early Child/Elem Math Curr Res	

SPE 500 is required if a special education survey course was not completed as part of the undergraduate program or another graduate program.

Total Hours **30-36**

Footnotes

* SDE approved diversity course

Gifted (P-12), Class A

This course listing applies to candidates having appropriate prior certification who begin this program June 1, 2017. 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**

Required courses:

SPE 582	Teach Gifted And Taltd	3
SPE 583	Creative Prob Solving	3

Foundations of Professional Studies:

(Choose ONE of these SDE approved diversity courses.) 3

BEF 503	History Of Amer Educn	
BEF 507	Sociology Of Education	
BEF 534	Multicultural Education	
BEF 575	Found Educn Through Film	
BEF 607	Readings In Soc Of Ed	
BEF 650	Critical Race Theory In Educ	
BEF 667	Multicult Soc Ed Leadership	
BEF 681	Ethics And Education	

Educational Research:

BER 500	Intro Educatn Research	3
SPE 501	is also required if an assessment/evaluation course was not part of the undergraduate program or another graduate program.	0-3

Teaching Field:

SPE 581	Psy Gift Tal Chld Yth	3
SPE 584	Spec Populatn Gift Educ *	3
SPE 585	Teaching Thinking Skills	3
SPE 589 **		3
SPE 589	or 3 hours from a previous Class A certification program	3

Additional requirements/electives:

Advisor approved elective in content or special interest area (counseling, geography, space science workshop, children's literature, etc.) 3

SPE 500 is required if a special education survey course was not completed as part of the undergraduate program or another graduate program.

Total Hours **30-36**

Footnotes

* SDE approved diversity course

** Total internship hours of at least 300 clock hours at the P-12 level are required.

Severe Disabilities, Class A

This course listing applies to candidates having appropriate prior certification who begin this program June 1, 2017. 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
Required courses:	
SPE 593 Intro Severe/Profound Disabili	3
Foundations of Professional Studies:	
SPE 506 Working W/Families	3
Educational Research:	
SPE 501 Diag Assess Except Chld Youth	3
Technology:	
CAT 531 Computer Based Instruction	3
Teaching Field:	
SPE 502 Adv Behav Mgt Spec Educt *	3
SPE 514 Teach Consult Model Spe	3
SPE 594 Methods Severe Disability	3
SPE 597 Transition In Special Ed	3
Additional requirements:	
SPE 595 Severe Practicum	3
Additional courses from advisor approved cognate (Early, Autism, Assist Tech, Transition)	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	33-36

Collaborative (K-6), Alternative Class A

This course listing applies to candidates who have completed a baccalaureate degree at a regionally accredited college or university and who begin this program June 1, 2017. 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
Curriculum and Teaching:	
SPE 502 Adv Behav Mgt Spec Educt *	3
SPE 503 Masters Seminar In Spe	3
SPE 514 Teach Consult Model Spe	3
Foundations of Professional Studies:	
BEF 510 Phil Hist Socl Founds Ed *	3
Technology:	
CAT 531 Computer Based Instruction	3
Evaluation of Teaching and Learning:	
SPE 501 or BER 550 Diag Assess Except Chld Youth Eval Classroom Learning	3
Literacy:	
CEE 570 Teach Reading in ELE School	3
Teaching Field:	
SPE 583 Creative Prob Solving	3
SPE 590 Intro Mild Disabilities	3
SPE 591 Adv Academc Methods Elem	3

SPE 593	Intro Severe/Profound Disabili	3
SPE 594	Methods Severe Disability	3
Choose ONE of the following:		3
CEE 580 or Concepts of EC/ELE School Math		
CEE 581 Early Child/Elem Math Curr Res		

Special Education Coursework:

SPE 500 is required unless SPE 300 (or the equivalent) was completed as part of the undergraduate program within the last 5 years.

Internship:

SPE 598	Internship In Special Ed **	3-6
EDU 500	Internship Seminar	1

Total Hours **43-49**

Footnotes

* SDE approved diversity course

** Students seeking K-12 certification must register for 3 hours of elementary internship and 3 hours of secondary internship.

Collaborative (6-12), Alternative Class A

This course listing applies to candidates who have completed a baccalaureate degree at a regionally accredited college or university and who begin this program June 1, 2017. 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	
Curriculum and Teaching:		
SPE 502 Adv Behav Mgt Spec Educt *	3	
SPE 503 Masters Seminar In Spe	3	
SPE 514 Teach Consult Model Spe	3	
Foundations of Professional Studies:		
BEF 510 Phil Hist Socl Founds Ed *	3	
Technology:		
CAT 531 Computer Based Instruction	3	
Evaluation of Teaching and Learning:		
SPE 501 or BER 550 Diag Assess Except Chld Youth Eval Classroom Learning	3	
Literacy:		
CRD 512 Impr Read Second Schools	3	
Teaching Field:		
SPE 583 Creative Prob Solving	3	
SPE 590 Intro Mild Disabilities	3	
SPE 592 Adv Academc Methods Sec	3	
SPE 593 Intro Severe/Profound Disabili	3	
SPE 594 Methods Severe Disability	3	
SPE 597 Transition In Special Ed	3	
Special Education Coursework:		
SPE 500 is required unless SPE 300 (or the equivalent) was completed as part of the undergraduate program within the last 5 years.	0-3	
Internship:		
SPE 598	Internship In Special Ed **	3-6

EDU 500	Internship Seminar	1
Total Hours		43-49

Footnotes

- * SDE approved diversity course
- ** Students seeking K-12 certification must register for 3 hours of secondary internship and 3 hours of elementary internship.

Early Childhood Special Education (P-3) and Early Childhood (P-3) certification, Alternative Class A

This course listing applies to candidates who have completed a baccalaureate degree at a regionally accredited college or university and who begin this program June 1, 2020. 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
Curriculum and Teaching:	
SPE 571 Educ Yng Child W/Disabl	3
Foundations of Professional Studies:	
BEF 510 Phil Hist Socl Found Ed *	3
Technology:	
CAT 531 Computer Based Instruction	3
Evaluation of Teaching and Learning:	
SPE 576 Assessment Young Childrn	3
Literacy:	
SPE 520 Early Language and Literacy	3
Select ONE course from the following:	3
CEE 570 or Teach Reading in ELE School	
CRD 511 Begin Rding Pre-K-Prim Grades	
Teaching Field:	
SPE 502 Adv Behav Mgt Spec Educt *	3
SPE 506 Working W/Families	3
SPE 578 Meth Tch Yng Child W/Dis	3
HD 501 Child Development	3
HD 602 Adv Infant Development	3
Additional requirements (Choose ONE of the following):	3
CEE 580 or Concepts of EC/ELE School Math	
CEE 581 Early Child/Elem Math Curr Res	
Special Education Coursework:	
SPE 500 is required unless SPE 300 was completed in the undergraduate program within the last 5 years.	0-3
Internship:	
SPE 579 Intern Ed Yg Child Div Abil **	6
EDU 500 Internship Seminar	1
Total Hours	43-46

Footnotes

- * SDE approved diversity course
- ** The internship will include a placement with at least two of the following age groups: birth-age 3, age 3-5, and age 5-8. Placements will be in appropriate settings which include children with and without identified disabilities.

Gifted (P-12), Alternative Class A

This course listing applies to candidates who have completed a baccalaureate degree at a regionally accredited college or university and who begin this program June 1, 2017. 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
Curriculum and Teaching:	
SPE 583 Creative Prob Solving	3
Professional Studies:	
BEF 510 Phil Hist Socl Found Ed *	3
Technology:	
CAT 531 Computer Based Instruction	3
Evaluation of Teaching and Learning:	
BER 550 Eval Classroom Learning	3
SPE 501 Diag Assess Except Chld Youth	3
Literacy:	
CRD 512 Impr Read Second Schools	3
Teaching Field:	
SPE 581 Psy Gift Tal Chld Yth	3
SPE 582 Teach Gifted And Taltd	3
SPE 584 Spec Populatn Gift Educ *	3
SPE 585 Teaching Thinking Skills	3
SPE 586 Socl Emotl Compnts Talent Dev	3
SPE 587 Indiv Needs Talents Classroom	3
Special Education Coursework:	
SPE 500 is required unless SPE 300 (or the equivalent) was completed in the undergraduate program within the last 5 years.	0-3
Internships (Two 3-hour internships are required.)**	
SPE 589 Internship Gift/Talent	3
SPE 589 Internship Gift/Talent	3
EDU 500 Internship Seminar	1
Total Hours	43-46

Footnotes

- * SDE approved diversity course
- ** Total internship hours of at least 300 clock hours at the P-12 level are required.

Non-Certification Overseas Program for Special 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 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 Educat	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

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. The student's advisor/chair will write the comprehensive examination questions in view of each student's course of study. The comprehensive examination will be delivered via Blackboard, and students will have 10 consecutive days to complete their questions. Comprehensive examination responses are subject to evaluation for plagiarism and other forms of academic dishonesty as outlined in the code of student conduct. Two graders will grade the comprehensive examinations. A third reviewer will be added if there is not agreement of pass/fail among the original two readers.

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 at least half of the field experiences shall be in the candidate's teaching field. For Alternative Class A programs, these placements are in the greater Tuscaloosa area in order to facilitate

supervision of students. For Early Childhood Special Education and 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.

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).

Internships for Certification Programs

Alternative Class A Programs

The teaching internship (formerly called student teaching) 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 in 105 Autherine Lucy Hall during the semester preceding the semester of the planned internship. The application process begins by attending a mandatory application session, which is held the first Wednesday in October for spring-semester interns and the first Wednesday in March for fall-semester interns. The time, date, and place of the application session are announced at the beginning of each semester. The deadline for filing applications for a spring-semester internship is October 31; for a fall-semester internship the deadline is March 31.

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 assessments.
- The student must have achieved a minimum grade point average of 3.0, both for all University of Alabama courses attempted and for all University of Alabama courses and transfer courses combined.
- 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. 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. For Alternative Class A programs, internship placements are in the greater Tuscaloosa area in order to facilitate supervision of students by University of Alabama faculty or other designees of the department heads. Placements outside the greater Tuscaloosa area are made only if the director of clinical experiences and/or the department head determines that an appropriate local placement is unavailable.

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 in 101 Autherine Lucy Hall for additional information.

Internship Assignments

- Special education-Collaborative (K-6 or 6-12) interns will receive a split internship assignment: half in a severe and profound setting and half in a mild to moderate setting. The placements will be divided according to their certification grade levels. For candidates seeking certification in BOTH Collaborative K-6 and Collaborative (6-12), the internship shall be divided between early childhood/elementary and middle/secondary grades.
- Special education-early childhood (P-3) interns will receive split placements in pre-K and K-3 in both general education and special education.
- For Traditional Class A Gifted, total internship hours of at least 300 clock hours at the P-12 level are required.

Summer Internships

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 in 105 Autherine Lucy Hall by March 31 of that year.

Time Limit for Degree Completion Requirements

Graduate School information on Time Limits (p.).

Student Progress Requirement

For Alternative Class A programs, 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.

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

As required for traditional Class A and Alternative 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 Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p.).

Certification

The Alabama State Department of Education grants Class A professional educator certification in special education (autism; 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 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 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 documenting mastery of the curriculum,
- earn a passing score on the required *Praxis* subject assessment(s), 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 at least one semester in advance of graduation. 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 and Multiple Abilities (SPEMA) is designed around the interests of the student and the expertise of the faculty, and aims to produce a top researcher seeking an appointment in a university or research setting. Before acceptance into the program, the department evaluates whether a student's interest area matches with an area of faculty expertise. Once accepted, students work with the Plan of Study committee (POS) to shape their course of study. The POS is made up of faculty, including the student's advisor. Many interests related to special education field can be accommodated, including subfields related to autism spectrum disorders, behavior disorders and prevention, early childhood special education, early intervention, gifted and talented, non-categorical special education, severe disabilities, and transitions.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- A recent (within the last five years) GRE score of 300 or higher.
- An earned MA degree in special education (or a related area) with an accomplished scholarly record at the master's level
- 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 presentation to the department
- A successful interview process with faculty members.

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 Ph.D. program, but highly recommended additional research courses would extend the hours to 78. These 72 hours consist of the following courses: 24 hours of special education courses; 12 hours of educational foundations courses; 12 hours of research courses; and 24 dissertation hours.

Code and Title		Hours
Educational Foundations courses		12
Educational Research courses		12
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
The remaining Special Education coursework may come from the following SPE courses or other courses on campus closely linked to special education.		18
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 612	Readg Research In Spe (Pre-Dissertation Study; e.g., pilot study; practice data collection; IRB submission)	
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		24
Total Hours		72

Most of the doctoral seminars are taught every 2 years, to ensure sufficient enrollment.

Transfer Credit

Graduate School information on Transfer Credit (p. 23).

Doctoral Plan of Study Requirements

Graduate School information on the Doctoral Plan of Study (p. 23).

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. 23).

Admission to Candidacy Requirements

Graduate School information on Admission to Candidacy (p. 23).

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment (p. 23).

Dissertation Requirements

Graduate School information on Dissertation Requirements (p. 23).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 23).

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. 224).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

College of Engineering

Department of Aerospace Engineering and Mechanics (p. 613)

Department of Chemical and Biological Engineering (p. 617)

Department of Civil, Construction and Environmental Engineering (p. 627)

Department of Computer Science (p. 645)

Department of Electrical and Computer Engineering (p. 658)

Department of Mechanical Engineering (p. 666)

Department of Metallurgical and Materials Engineering (p. 673)

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. In the following course listing, each description contains a set of parentheses immediately preceding the semester hours. The first number within the parentheses indicates the number of contact hours per week in lecture, recitation, or seminar. The second number indicates the number of contact hours per week in laboratory.

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. 7) section and the Degree Requirements (p. 18) section of this catalog.

GES courses are interdisciplinary and may be taken to meet individual program requirements.¹

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 \(p. 615\)](#)
 - [Aerospace Engineering and Mechanics, PhD \(p. 617\)](#)

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

- Baker, John
- 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
- Su, Weihua

Assistant Professors

- Aslangil, Denis
- He, Jiaze
- Larson, Jordan
- Lee, Myoungkyu
- Sood, Rohan
- Zhang, Ning

Instructors

- Brazeal, Clyde Ellis
- Jones, Stanley E.
- Li, Hui
- Papon, Easir

Adjunct Faculty

- Allison, Paul
- Jordan, Brian
- Thompson, Greg

Professors Emeriti

- Jackson, John E., Jr.
- Jones, Stanley E.
- Karr, Charles L.

Associate Professor Emeritus

- Freeman, Michael
- Whitaker, Kevin

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](#)

Faculty**Department Head**

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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

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Freeman, Michael

Whitaker, Kevin

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 College of Continuing Studies. 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, mechanical, or civil engineering are required to complete the following coursework from an accredited university (if not already completed) prior to applying:

- Calculus (12 credit hours)
- Ordinary Differential Equations
- 12 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 UA College of Continuing Studies 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
Aerospace Core:		
AEM 569	Orbital Mechanics	3
AEM 582	Space Systems	3
AEM 614	Airfoil And Wing Theory	3
AEM 668	Adv. Flight Dynamics & Control	3
Mechanics Core:		
AEM 500	Intermediate Fluid Mechanics	3
AEM 530	Continuum Mechanics	3
AEM 562	Intermediate Dynamics	3
AEM 637	Theory Of Elasticity	3

Students must also complete six hours of mathematics coursework. Consult with your Research Advisor or the Graduate Program Coordinator regarding approved math courses. Four commonly taken and approved courses are listed in the table.

Common Mathematics Course Options		Hours
GES 551	Matrix And Vector Analysis	3
GES 554	Partial Diff Equations	3
ME 501	Mech Engr Analysis I	3
ST 560	Statistical Methods	3

Elective, thesis and culminating experience requirements are outlined in the Thesis and Non-Thesis links. At least 18 hours must be AEM designation.

Plan I: Thesis Option Curriculum		Hours
Core Coursework		6
Mathematics Coursework		6
Elective Coursework		12
AEM 599	Thesis Research	6
Total Hours		30

Plan II: Non-Thesis Option Curriculum		Hours
Core Coursework		6
Mathematics Coursework		6
Elective Coursework		18
Total Hours		30

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. A BSAE student in the AEM AMP can earn up to 12 hours of dual-credit toward their bachelor's and master's degrees. Following successful completion of all requirements for their BSAE, students in AMP are awarded their undergraduate degree. Students then continue taking graduate courses until the requirements for the master's degree are met. In addition to the BSAE/MSAEM AMP, there is a BSME/MSAEM AMP that allows 9 hours of dual credit and a BSAE/MSME AMP that allows 6 hours of dual credit.

Students in AMP are classified as undergraduates until they complete all of the requirements for the undergraduate degree. They cannot hold graduate assistantships until they are classified as graduate students; however, in some cases can use remaining UG scholarship funds for graduate coursework (consult with the Undergraduate Scholarship office).

Students interested in these programs should contact the AEM Graduate Program Coordinator, Dr. James P. Hubner (phubner@eng.ua.edu).

Eligibility

Students normally apply to the AMP at the end of their junior year prior to the start of their senior year of the BSAE flow chart. To be considered for admission, BSAE or BSME students must:

1. have at least a 3.3 GPA;
2. have completed 90 hours toward their BSAE or BSME degree including at least two AEM or ME 300-level courses in the junior year of the flow chart; and
3. complete an on-line application to the graduate school (two letters of recommendation and a statement of purpose are required by the department).

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 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 594 Special Projects and submit the written reports detailing the culminating experience as part of the 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. Pass the PhD qualifying examination: The qualifying exam is offered each fall and spring during the middle of the semester. The exam is three hours, written, and covers topics related to your core AEM courses and your research area. If the student fails the qualifying exam, then they may pursue option 1.

The student must complete at least 18 hours prior to starting the culminating experience.

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

Academic Grievances Information

Graduate School Information

Scholastic Requirements

Graduate School Policy

Graduate School Deadlines Information

Graduate School Information

Application for Graduation Information

Graduate School Policy

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.

Admission Requirements

See the Admission Criteria section of this catalog for more information.

Degree Requirements

Departmental requirements for the PhD are listed below. Graduate School and College of Engineering requirements are presented in the graduate catalog.

Credit Hours

A total of 72 semester credit hours is required for a Ph.D. degree. These credit hours consist of:

Code and Title	Hours
Core coursework	6
Mathematics coursework	6
Elective coursework	36
Dissertation Research (AEM 699)	24
Total Hours	72

Elective coursework must be approved by the student's advisor. Of the 48 coursework credit hours, at least 24 must have an AEM designation.

Core Course Requirements

All students must complete a minimum of one (1) class from the Aerospace Core listing of classes and one (1) class from the Mechanics Core listing of classes.

Common Mathematics Course Options		Hours
Aerospace Core		
AEM 569	Orbital Mechanics	3
AEM 582	Space Systems	3
AEM 614	Airfoil And Wing Theory	3
AEM 668	Adv. Flight Dynamics & Control	3
Mechanics Core		
AEM 500	Intermediate Fluid Mechanics	3
AEM 530	Continuum Mechanics	3
AEM 562	Intermediate Dynamics	3
AEM 637	Theory Of Elasticity	3
Common Mathematics Course Options		
GES 551	Matrix And Vector Analysis	3
GES 554	Partial Diff Equations	3
ME 501	Mech Engr Analysis I	3

ST 560 Statistical Methods 3

Consult with your research advisor or Graduate Program Coordinator regarding other possible math credit options

Mathematics Requirement

A total of six credit hours of mathematics is required. Consult with your advisor regarding approved math courses.

Elective Coursework Requirement

A student must complete at least 36 hours of elective coursework. These courses are typically AEM courses, but other approved courses are acceptable. The specific courses must be approved by the student's adviser, in consultation with student's graduate advisory committee.

Ph.D. Qualifying Examinations

Students in the PhD program are required to successfully complete the qualifying examination based on the student's core coursework. The qualifying examination may only be taken twice. A student should pass the qualifying examination within 18 months after completing 24 credit hours of AEM coursework and at least twelve months prior to graduation. The written examination is offered twice a year, usually in early October and early March. The Graduate Program Coordinator coordinates the PhD qualifying examinations.

Department of Chemical and Biological Engineering

- Majors
 - Chemical Engineering, MS (p. 618)
 - Chemical Engineering, PhD (p. 620)

Department Chair

- Turner, C. Heath

Professors

- Bara, Jason E.
- Gupta, Arunava
- Mumper, Russell J.
- Turner, C. Heath
- Van Zee, John W.
- 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
- Rugar, Paul A.

- Street, Shane C.
- Weaver, Mark L.

Assistant Professors

- Esfahani, Milad Rabbani
- Harris, James W.
- Koh, Amanda S.
- Summers, Ryan M.
- Szilvási, Tibor
- Weinman, Steven T.
- Wujcik, Evan K.
- 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](#)

Faculty**Department Chair**

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McKinley, Marvin

Instructor

Manisali, Ahmet Y.

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 518 Tissue Engineering	
CHE 540 Health Safety Chem Process Ind	
CHE 545 Introduction to Biochemical Engineering	
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 (1-4 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 512 Polymer Materials Engineering	
CHE 518 Tissue Engineering	
CHE 540 Health Safety Chem Process Ind	
CHE 545 Introduction to Biochemical Engineering	
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	30

Transfer Credit

Transfer credit (p. 18) information.

Accelerated Master's Program

Information on the Accelerated Master's Program (p. 13).

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 (1-4 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. 18).

Academic Misconduct Information

Academic misconduct (p. 7) information.

Withdrawals and Leave of Absence Information

Information on withdrawals and leave of absence (p. 206).

Academic Grievances Information

Academic grievances (p. 219) information.

Scholastic Requirements

Scholastic Requirements (p. 204) information.

Graduate School Deadlines Information

Graduate School Deadlines information.

Application For Graduation Information

Application for graduation (p.) information.

Chemical Engineering, Ph.D.

Admission Requirements

Specific admission requirements for the programs in chemical and biological engineering coincide with those of the Graduate School and the College of Engineering (p. 613) as detailed earlier in this catalog. Admission is also contingent upon approval 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.

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 72 hours, which includes 48 hours of coursework and 24 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
Electives		34
Seminar Courses		2
Dissertation Research		24
Total Hours		72

Core Course Requirements

The department requires four "core" graduate courses, plus 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 the seminar requirement.

Electives

34 Hours of electives may be any of the following:

Code and Title	Hours
CHE 551 Adv Thermodynamics I	3
CHE 552 Transport Phenomena	3
CHE 553 Computation In Chem Engr	3
CHE 554 Chemical Reaction Engr	3
CHE 598 Non-Thesis Research	6
CHE 595 Seminar	1
CHE 698 Non-Dissertation Research	6
CHE 695 Seminar	1
CHE 591 Special Problems	3
CHE 545 Introduction to Biochemical Engineering	3
CHE 512 Polymer Materials Engineering	3
CHE 540 Health Safety Chem Process Ind	3
CHE 699 Dissertation Research	12

CHE 699	Dissertation Research	10
Total Hours		60

Mathematics Core Elective

Three hours may be any of the following:

Mathematical Core Course Elective Options		Hours
CHE 553	Computation In Chem Engr	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 Seminar, CHE 595 Seminar or CHE 695 Seminar, during the first part of the doctoral program of study (normally during the send semester of enrollment) and CHE 596 Seminar or CHE 696 Seminar in the latter part of the program (normally during the final semester of enrollment). These two hours of seminar count towards the coursework hours needed for graduation.

Seminar Course Requirement	Hours
CHE 595 or Seminar	1
CHE 695 Seminar	
CHE 596 or Seminar	1
CHE 696 Seminar	

Transfer Credit

Graduate School information on Transfer Credit (p. 23).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study (p. 23).

Comprehensive Exams

Doctoral Qualifier Exam

Once a student has completed all of the four core required graduate courses, the student is expected 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).

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.

Preliminary Defense Exam

The preliminary defense ("prelim") exam should be take after two full years of graduate study are completed, but at least nine months before degree completion. 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 15-20 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.

Admission to Candidacy Requirements

The candidacy exam normally occurs at the end of the second year of study in the Ph.D. program. The candidacy exam is structured according to the following:

- The student will deliver a 30 minute presentation to his/her dissertation committee to provide an update on research progress, along with a summary of completed course work, presentations, publications, etc. There is no written component of the exam. 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.

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment Policy (p. 23).

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.

Graduate School information on Dissertation Requirements (p. 23).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 23).

Student Progress Requirement

Once the doctoral qualifier (comprehensive) exam is passed, doctoral students are required to schedule an annual update and review with their dissertation committee. It is the *student's responsibility* to schedule and coordinate this review. It should be a formal presentation lasting approximately 20-30 minutes (a written document is not required).

If a preliminary dissertation (prelim) exam is scheduled to occur within the same timeframe as the annual report, the prelim exam can serve as a surrogate for the annual report. However, 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. 23).

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence (p. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Graduate School information on Graduate School Deadlines.

Application for Graduation Information

Graduate School information on the Application for Graduation.

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. 765) 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 Doctor of Education (EdD) requires a minimum of two years of graduate study beyond the master's degree for the completion of the EdD program. The student is required to complete 60 semester hours in approved graduate coursework research beyond the master's degree, or 90 semester hours of approved graduate courses, and to defend a dissertation. The student must complete a minimum of 12 hours of dissertation research. In the College of Education (p. 488) section of the Graduate Catalog, there are specific regulations governing the EdD 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. 356) section of the Graduate Catalog.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) (p. 730) 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.

Transfer of Credit

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 if approved by the department and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

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.

There are two options for possible transfer of graduate credit at the doctoral level.

1. All doctoral programs: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from another institution if the credit was in-field and was earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA doctoral program. Revalidation (recertification) of credits more than 18 semesters old at the time of admission to a doctoral program is not an option. Only courses in which a student earned a "B" grade or better may be transferred. Under this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School.
2. PhD Programs Only: A student holding an earned, in-field master's degree may request approval for up to 24 hours of credit to be applied to the PhD. 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 PhD degree. When exercising this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School. The requested transfer credit hours must be listed on the PhD Plan of Study as MSC501 under the transfer credit section. If the in-field master's degree was awarded *more than six years prior to admission to the current doctoral degree program*, the graduate program director or department head/chair must also submit to the Graduate School for evaluation, a Field-Related Employment Since Earning Master's Degree form with the student's CV must be submitted by the department through the UA DocuSign system in myBama. In addition, the department is asked to provide the following, attached to the approved Plan of Study :
 - a. An annotated work history from the student. This history should include job titles and major duties for all positions since earning a master's degree.
 - b. A brief paragraph from the corresponding faculty member, attesting that he/she has reviewed the work history and how that work applies to the current Ph.D. degree program.

The Graduate School will make the final determination about whether up to 24 prior master's hours can be applied to the Ph.D. requirements.

PhD awarding departments that want to participate in offering Option 2 to their doctoral students, need to "opt in" by informing the graduate dean in writing that they wish to be among the approved departments.

Consideration of transfer of credit or the acceptance of an earned master's degree as credit toward a PhD program is subject to a final decision by the Graduate School. In either case the student must ensure that the Graduate School has an official transcript of all credit involved. This will ensure that the student and advisor are fully aware of course hours needed when submitting the required Plan of Study, which must be submitted by the time the student completes 30 hours of transfer plus UA coursework. Planning to transfer courses in the final semester typically will delay graduation.

Please note that some departments allow fewer than 24 hours of graduate transfer credit. Be sure to check with your department's graduate coordinator regarding your department's transfer policy. Dissertation Research (699) may not be transferred in from an outside institution.

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).

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.

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

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.

The PhD, DMA, and DSW Plans of Study are submitted by the department through the UA DocuSign system in myBama. The Plan of Study for other doctoral programs (Ed.D., DNP) are available from the student's department, college, or school. 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.

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 through the UA DocuSign system in myBama.

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 may enroll 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 may be formed early in the dissertation research process, or shortly before the dissertation proposal is approved. It is expected that the committee will be formed and approved 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. [Click here for instructions on the process of establishing the committee.](#)

The committee must consist of at least five members. 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.

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; 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 instructor, assistant professor, associate professor, or professor).

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 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 in A Student Guide to Preparing Electronic Theses and Dissertations, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email gradschool@ua.edu 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.

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.

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

The dissertation defense is the culminating experience in the doctoral program. The Dissertation Chair and the student will coordinate with all committee members to choose a time, date, and location for the dissertation defense. 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 regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

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. For a defense to be successful, the majority of the committee must approve the dissertation and the defense.

The results of the dissertation defense must be reported to the Office of the Graduate School by submitting the Committee Acceptance Form at least six weeks before the Fall/Spring commencement, or five weeks before the Summer commencement, at which the degree is to be conferred. The Committee Acceptance Form, submitted by the department through the UA DocuSign system and found in myBama, confirms that a majority of the dissertation committee has approved the written dissertation and oral defense.

Any changes made to the manuscript after the defense must be approved by the Dissertation Chair. The student must submit the final dissertation to the Graduate School, and 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 Dissertation Submission and Approval

Following a successful dissertation defense (see "Dissertation Defense" for details), any edits agreed upon during the defense must be incorporated into the manuscript, and the Dissertation 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 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.

The dissertation, in its final form, must be received in the Graduate School within 60 days of the dissertation defense. If this deadline is not met, the Dissertation Chair may require the candidate to schedule a second dissertation defense. Note that this 60-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's homepage. Consult the Graduate School's dissertation site for additional details of the electronic submission process, including information on exactly what needs to be submitted to the Graduate School. At the stage of the Graduate School review of the manuscript, additional revisions may be required, to ensure that the final manuscript conforms to all formatting and editing standards. The graduate dean must approve the dissertation before the student can be cleared for graduation.

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.

Department of Civil, Construction and Environmental Engineering

- Graduate Degrees
 - Civil Engineering, MS (p. 628)
 - Environmental Engineering, MS (p. 640)
 - Civil Engineering, PhD (p. 634)
 -
 - Dual Graduate Degree Programs
 -
 -
 -

Dual MS in Civil Engineering and Juris Doctorate

Dual MS in Civil Engineering and Master of Business Administration

Dual MS/PhD

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](#)

Faculty

Head

Back, W. Edward

Associate Department Head

Moynihan, Gary P.

Director, Undergraduate Programs

Williamson, Derek G.

Director, Graduate Programs

Kreger, Michael

Director, Center for Sustainable Infrastructure

Liang, Daan

Executive Director, Alabama Transportation Institute

TDB

Director, University Transportation Center for Alabama

Smith, Randy

Director, Large Scale Structures Laboratory

Kreger, Michael

Director, Center for Complex Hydrosystems

Moradkhani, Hamid

Director, Center for Water Quality

Clement, Prabhakar

Professors

Back, Edward W.

Batson, Robert G.

Clement, Prabhakar

Fridley, Kenneth J.

Jones, Jr., Steven

Kreger, Michael

Liang, Daan

Moradkhani, Hamid

Moynihan, Gary P.

Wang, Jialai

Associate Professors

Aaleti, Sri

Dao, Thang N.

Elliott, Mark

Kumar, Mukesh

Song, Wei

Tootle, Glenn

Williamson, Derek G.

Assistant Professors

Amirkhanian, Armen

Bhardwaj, Saahastaranshu

Hainen, Alexander

Kim, Sungjin

Liu, Jun

Moftakhari, Hamed

Nnaji, Chukwuma

Shin, Minjae

Terry, Leigh

Adjunct professor

Allen, Jody

Instructor

Monk, Bridgett

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 earned a baccalaureate degree from an institution accredited by the Engineering Accreditation Council (EAC) of ABET Inc. Applications who are graduates of a non EAC/ABET-accredited program will be considered.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The basic requirements for both the master of science in civil engineering and master of science in engineering (environmental engineering) are identical. A total of 30 hours is required for a master's degree, consisting of at least 24 regular course hours and 6 or more thesis research hours

for Plan I students. The student's adviser and supervisory committee 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. Plan II students must pass CE 501 MS Capstone Proj. Plan II.

Thesis Option (Plan I)

Code and Title **Hours**

Required Coursework

CE 593 Practicum 3

Core Coursework **9**

Construction Engineering and Management

CE 573 Statistical Applications

CE 567 Constr. Accounting & Finance

CE 568 Construction Scheduling

Structural Engineering and Materials

CE 573 Statistical Applications

CE 534 Advanced Structural Mechanics

CE 531 Structural Dynamics

Environmental and Water Resources Engineering

CE 573 Statistical Applications

CE 524 Water & Wastewater Treatment

CE 575 Hydrology

Transportation Systems Engineering

CE 573 Statistical Applications

CE 591 Special Problems (When offered as Statistics & Econometrics for Engineers)

CE 559 Pavement Design and Rehab

Elective Coursework **12**

These are commonly taken elective courses. More elective options available upon consultation with faculty advisor.

Construction Engineering and Management

CE 517 Advanced Project Management

CE 518 Engineering Mangement

CE 561 Horizontal Construction Method

CE 562 Vertical Construction Methods

CE 563 Construction Cost Estimating

CE 564 Safety Engineering

CE 581 Legal Asp. of Eng and Const.

Structural Engineering and Materials

CE 530 NDT of Structures

CE 532 Matrix Analysis of Structures

CE 535 Concrete Materials

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 (When offered as Structural Concrete Behavior)

Environmental and Water Resources Engineering

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 Course

CE 599 Thesis Research 6

Total Hours **30**

Non-Thesis Option (Plan II)

Code and Title **Hours**

Require Course

CE 593 Practicum 3

CE 501 MS Capstone Proj. Plan II 3

Core Coursework **9**

Construction Engineering and Management

CE 573 Statistical Applications

CE 567 Constr. Accounting & Finance

CE 568 Construction Scheduling

Structural Engineering and Materials

CE 573 Statistical Applications

CE 534 Advanced Structural Mechanics

CE 531 Structural Dynamics

Environmental and Water Resources Engineering

CE 573 Statistical Applications

CE 524 Water & Wastewater Treatment

CE 575 Hydrology

Transportation Systems Engineering

CE 573 Statistical Applications

CE 591 Special Problems (When offered as Statistics & Econometrics for Engineers)

CE 559 Pavement Design and Rehab

Elective Coursework **15**

These are commonly taken elective courses. More elective options available upon consultation with faculty advisor.

Construction Engineering and Management

CE 517 Advanced Project Management

CE 518 Engineering Mangement

CE 561 Horizontal Construction Method

CE 562 Vertical Construction Methods

CE 563 Construction Cost Estimating

CE 564 Safety Engineering

CE 581 Legal Asp. of Eng and Const.

Structural Engineering and Materials

CE 530 NDT of Structures

CE 532 Matrix Analysis of Structures

CE 535 Concrete Materials

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 (When offered as Structural Concrete Behavior)

Environmental and Water Resources Engineering

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

Total Hours

30

- Students on graduate assistantships must register for a minimum of 1 credit hour of CE 593 Practicum each semester they are supported.
- Only 400-level courses without 500-level counterparts are allowed and must be approved prior to taking the class.
- Students are responsible for all forms and must route all forms through the Department prior to submission to UA's Graduate School.

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. 18).

Accelerated Master's Program

AMP (BS/MS) students are allowed 9 credit hours of coursework to double count between the BS and MS degrees. Additional information on the Accelerated Master's Program (p. 13).

Comprehensive Examination/Capstone

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
- Requires completion 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

Plan I - Thesis Process Requirements

The thesis option is a research-focused program that includes conducting original research, writing a research thesis and defending the thesis to the student's graduate supervisory committee. The research thesis option degree requirements are as follows:

A minimum of 30 credit hours, including

- 21 credit hours of approved coursework, including
 - 9 credit hours of core graduate coursework
 - A maximum of 6 hours of approved 400-level courses

(Use Graduate School's "Approval of 400-Level Course for Master's Credit" form.)

- A minimum of 15 hours of CE-prefix courses
- 3 hours of CE 593 Practicum or CE 693 Practicum
 - Taken with permission under the supervision of the student's graduate advisor
- 6 hours of CE 599 Thesis Research
 - Taken with permission under the supervision of the student's graduate advisor
 - The graduate advisor must be a full member of the department's graduate faculty
 - Once taken, CE 599 Thesis Research must be taken every term until graduation

Additional Requirements:

- 6 hours maximum of approved 400-level courses
- 15 hours minimum of CE courses
- Thesis Committee and Defense
 - Minimum of three graduate faculty, with the majority from the department and at least one member from outside the department
 - Maximum of two attempts to pass defense
 - The Committee may require additional prerequisite courses (not allowed as part of the Plan of Study) for those students without an ABET/EAC-accredited degree

Plan II - Non-thesis Process Requirements

The paper/report option requirements are as follows:

A minimum of 30 credit hours, including

- 27 credit hours of approved coursework
 - 9 credit hours of core graduate coursework
 - A maximum of 6 hours of approved 400-level courses (Use Graduate School's "Approval of 400-Level Course for Master's Credit" form.)
 - A maximum of 3 hours of CE 593 Practicum or CE 693 Practicum
 - A minimum of 18 hours of CE-prefix courses
- 3 credit hours of CE 501 MS Capstone Proj. Plan II

Time Limits for Degree Completion Requirements

Maximum of 6 years to complete all degree requirements. Graduate School information on Time Limits (p. 18).

Student Progress Requirement

Graduate School information on Student Progress (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Graduate School information on Graduate School Deadlines.

Application for Graduation Information

Application for Graduation (p. 18).

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

Civil Engineering, Ph.D.

While pursuing a Doctor of Philosophy (PhD) degree in civil 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 civil engineering. Equipped with complementary and state-of-the-art computational and experimental facilities, the Civil, Construction and Environmental Engineering (CCEE) Department has active research programs in the following four disciplinary groups; Construction Engineering and Management, Structural Engineering and Materials, Environmental and Water Resources, and Transportation Systems Engineering. Faculty teach graduate-level courses and conduct research in these areas. Graduate courses in these same areas, in addition to the general core graduate courses, provide the foundation for earning a PhD degree in civil engineering. Additionally, the student demonstrates mastery of the selected study area through qualifying exams, the proposal of a research topic, and the defense of a research-based dissertation.

Many full-time PhD students seek some form of financial assistance in the form of a graduate assistantship or fellowship. Assistantships generally include a monthly stipend, tuition, and health insurance. 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. The CCEE Department offers Graduate Teaching Assistantships (GTAs) for students assisting faculty members with undergraduate courses and laboratories. GTA awards are determined by the CCEE Graduate Coordinator, with preference being given to PhD students. There are a very limited number of GTA positions each semester. There are also both internal and external fellowship opportunities available to applicants including, but not limited to, the Graduate Council Fellowships (GCF)

Qualified students in the Department's undergraduate programs 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 Requirements

The requirements for admission to the Graduate School are detailed below. The Department of Civil, Construction, and Environmental Engineering also embraces the requirements of the College of Engineering, summarized as follows:

1. An applicant should have earned a baccalaureate degree from an institution accredited by the Engineering Accreditation Council (EAC) of ABET, inc. and have a GPA of at least 3.0 on a 4.0 scale, or at least 3.0 for the last 60 hours completed. Applicants must also have Graduate Record Examination test scores of 300 or higher.
2. Applications may be considered from graduates of non EAC/ABET-accredited programs. The same GPA and Graduate Record Examination criteria will apply.

See the Admission Criteria section of this catalog for more information.

Doctor of Philosophy Degree Requirements

A total of 72 hours is required for the degree, including a minimum of 48 hours of coursework beyond the baccalaureate and 24 hours of dissertation research. A maximum of 24 hours of approved transfer credit is allowed, with approval of the Graduate School on the form for Request for Transfer of Graduate Credit. The link to the Request for Transfer of Graduate Credit is <https://graduate.ua.edu/current-students/forms-students/>. Students initiate this form.

The student's adviser 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 no later than the semester during which the student will complete 30 semester hours of UA and/or transfer credit for the doctoral degree. Otherwise, a "hold" may be placed on future registration.

Students are required to pass a preliminary examination that includes both written and oral components, a proposal defense, and a final dissertation defense administered by the student's supervisory committee.

After passing the comprehensive (preliminary) examination, 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.

Students need to contact the department office for the submission of the Plan of Study and Candidacy forms. These Graduate School forms go through the UA DocuSign system.

Requirements

Code and Title	Hours
Core Coursework	9
Construction Engineering and Management	
CE 573 Statistical Applications	
CE 567 Constr. Accounting & Finance	
CE 568 Construction Scheduling	
Structural Engineering and Materials	
CE 573 Statistical Applications	
CE 534 Advanced Structural Mechanics	
CE 531 Structural Dynamics	
Environmental and Water Resources Engineering	
CE 573 Statistical Applications	
CE 575 Hydrology	
Transportation Systems Engineering	
CE 573 Statistical Applications	
CE 591 Special Problems	
CE 559 Pavement Design and Rehab	

Elective Coursework

These are commonly taken elective courses. More elective options are available upon consultation with faculty advisor.

Construction Engineering and Management

CE 517	Advanced Project Management	3
CE 518	Engineering Mangement	3
CE 561	Horizontal Construction Method	3
CE 563	Construction Cost Estimating	3
CE 564	Safety Engineering	3
CE 581	Legal Asp. of Eng and Const.	3
Structural Engineering and Materials		
CE 530	NDT of Structures	3
CE 532	Matrix Analysis of Structures	3
CE 535	Concrete Materials	0 or 3
CE 537	Reinforced Concrete Struct II	3
CE 538	Struct Steel Design II	3
CE 543	Prestressed Concrete Design	3
CE 544	Foundation Engineering	3
CE 591	Special Problems	1 to 4
CE 631	Exper. Mthds in Struc Dynamics	0 or 3
CE 632	Structural Reliability	3
CE 636	Adv. Infrastructure Materials	3
CE 641	Wind Engineering	3
Environmental and Water Resources		
CE 526	Groundwater Mechanics	3
CE 529	EWR Proposal Writing	3
CE 576	Process Hydrology	3
CE 585	Constructn Site Erosion Contrl	3
Transportation Systems Engineering		
CE 551	Roadway/Intersection Design	3
CE 552	Traffic Safety and Security	3
CE 553	Intelligent Transportation Sys	3
CE 554	Urban Transportation Planning	3
CE 555	Traffic Flow Theory	3
CE 558	Traffic Engineering	3

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. 765) 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 Doctor of Education (EdD) requires a minimum of two years of graduate study beyond the master's degree for the completion of the EdD program. The student is required to complete 60 semester hours in approved graduate coursework research beyond the master's degree, or 90 semester hours of approved graduate courses, and to defend a dissertation. The student must complete a minimum of 12 hours of dissertation research. In the College of Education (p. 488) section of the Graduate Catalog, there are specific regulations governing the EdD 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. 356) section of the Graduate Catalog.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) (p. 730) 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.

Transfer of Credit

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 if approved by the department and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

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.

There are two options for possible transfer of graduate credit at the doctoral level.

1. All doctoral programs: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from another institution if the credit was in-field and was earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA doctoral program. Revalidation (recertification) of credits more than 18 semesters old at the time of admission to a doctoral program is not an option. Only courses in which a student earned a "B" grade or better may be transferred. Under this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School.
2. PhD Programs Only: A student holding an earned, in-field master's degree may request approval for up to 24 hours of credit to be applied to the PhD. 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 PhD degree. When exercising this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School. The requested transfer credit hours must be listed on the PhD Plan of Study as MSC501 under the transfer credit section. If the in-field master's degree was awarded *more than six years prior to admission to the current doctoral degree program*, the graduate program director or department head/chair must also submit to the Graduate School for evaluation, a Field-Related Employment Since Earning Master's Degree form with the student's CV must be submitted by the department through the UA DocuSign system in myBama. In addition, the department is asked to provide the following, attached to the approved Plan of Study :
 - a. An annotated work history from the student. This history should include job titles and major duties for all positions since earning a master's degree.
 - b. A brief paragraph from the corresponding faculty member, attesting that he/she has reviewed the work history and how that work applies to the current Ph.D. degree program.

The Graduate School will make the final determination about whether up to 24 prior master's hours can be applied to the Ph.D. requirements.

PhD awarding departments that want to participate in offering Option 2 to their doctoral students, need to "opt in" by informing the graduate dean in writing that they wish to be among the approved departments.

Consideration of transfer of credit or the acceptance of an earned master's degree as credit toward a PhD program is subject to a final decision by the Graduate School. In either case the student must ensure that the Graduate School has an official transcript of all credit involved. This will ensure that the student and advisor are fully aware of course hours needed when submitting the required Plan of Study, which must be submitted by the time the student completes 30 hours of transfer plus UA coursework. Planning to transfer courses in the final semester typically will delay graduation.

Please note that some departments allow fewer than 24 hours of graduate transfer credit. Be sure to check with your department's graduate coordinator regarding your department's transfer policy.

Dissertation Research (699) may not be transferred in from an outside institution.

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).

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.

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

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.

The PhD, DMA, and DSW Plans of Study are submitted by the department through the UA DocuSign system in myBama. The Plan of Study for

other doctoral programs (Ed.D., DNP) are available from the student's department, college, or school. 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.

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 through the UA DocuSign system in myBama.

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 may enroll 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 may be formed early in the dissertation research process, or shortly before the dissertation proposal is approved. It is expected that the committee will be formed and approved 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. [Click here for instructions on the process of establishing the committee.](#)

The committee must consist of at least five members. 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.

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; 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 instructor, assistant professor, associate professor, or professor).

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 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 in A Student Guide to Preparing Electronic Theses and Dissertations, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email gradschool@ua.edu 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.

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.

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

The dissertation defense is the culminating experience in the doctoral program. The Dissertation Chair and the student will coordinate with all committee members to choose a time, date, and location for the dissertation defense. 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 regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

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. For a defense to be successful, the majority of the committee must approve the dissertation and the defense.

The results of the dissertation defense must be reported to the Office of the Graduate School by submitting the Committee Acceptance Form at least six weeks before the Fall/Spring commencement, or five weeks before the Summer commencement, at which the degree is to be conferred. The Committee Acceptance Form, submitted by the department through the UA DocuSign system and found in myBama, confirms that a majority of the dissertation committee has approved the written dissertation and oral defense.

Any changes made to the manuscript after the defense must be approved by the Dissertation Chair. The student must submit the final dissertation to the Graduate School, and 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 Dissertation Submission and Approval

Following a successful dissertation defense (see "Dissertation Defense" for details), any edits agreed upon during the defense must be incorporated into the manuscript, and the Dissertation 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 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.

The dissertation, in its final form, must be received in the Graduate School within 60 days of the dissertation defense. If this deadline is not met, the Dissertation Chair may require the candidate to schedule a second dissertation defense. Note that this 60-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's homepage. Consult the Graduate School's dissertation site for additional details of the electronic submission process, including information on exactly what needs to be submitted to the Graduate School. At the stage of the Graduate School review of the manuscript, additional revisions may be required, to ensure that the final manuscript conforms to all formatting and editing standards. The graduate dean must approve the dissertation before the student can be cleared for graduation.

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.

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 earned a baccalaureate degree from an institution accredited by the Engineering Accreditation Council (EAC) of ABET Inc. Applications who are graduates of a non EAC/ABET-accredited program will be considered.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

The basic requirements for both the master of science in civil engineering and master of science in engineering (environmental engineering) are identical. A total of 30 hours is required for a master's degree, consisting of at least 24 regular course hours and 6 or more thesis research hours for Plan I students. The student's adviser and supervisory committee 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. Plan II students must pass [CE 501](#) MS Capstone Proj. Plan II.

RESEARCH THESIS OPTION (PLAN I)

The thesis option is a research-focused program, which includes conducting original research, writing a research thesis, and defending the thesis to the student's graduate supervisory committee. The research thesis option degree requirements are as follows:

Code and Title	Hours
Core Courses	9
CE 524 Water & Wastewater Treatment	
CE 573 Statistical Applications	
CE 575 Hydrology	
CE Coursework¹	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	
Practicum Course²	
CE 593 Practicum	
Thesis Course³	6
CE 599 Thesis Research	
Total Hours	30

PAPER/REPORT OPTION (PLAN II)

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. The paper/report option requirements are as follows:

Code and Title	Hours
Core Courses	9
CE 524 Water & Wastewater Treatment	
CE 573 Statistical Applications	
CE 575 Hydrology	
CE Coursework¹	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	
Practicum Course²	
CE 593 Practicum	
Capstone Course³	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:

- Students on graduate assistantships must register for a minimum of 1 credit hour of CE 593 Practicum each semester they are supported.
- Only 400-level courses without 500-level counterparts are allowed and must be pre-approved prior to taking the class. Six hour maximum.
- Students are responsible for all forms and must route all forms through the Department prior to submission to UA's Graduate School.

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. 18).

Accelerated Master's Program

AMP (BS/MS) students are allowed 9 credit hours of coursework to double count between the BS and MS degrees. Additional information on the Accelerated Master's Program (p. 13).

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
- Requires completion 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

Plan I - Thesis Process

The thesis option is a research-focused program that includes conducting original research, writing a research thesis and defending the thesis to the student's graduate supervisory committee. The research thesis option degree requirements are as follows:

A minimum of 30 credit hours, including

- 21 credit hours of approved coursework, including
 - 9 credit hours of core graduate coursework
 - A maximum of 6 hours of approved 400-level courses (Use Graduate School's "Approval of 400-Level Course for Master's Credit" form.)
 - A minimum of 15 hours of CE-prefix courses
- 3 hours of CE 593 Practicum or CE 693 Practicum
 - Taken with permission under the supervision of the student's graduate advisor
- 6 hours of CE 599 Thesis Research
 - Taken with permission under the supervision of the student's graduate advisor

- The graduate advisor must be a full member of the department's graduate faculty
- Once taken, CE 599 Thesis Research must be taken every term until graduation

Additional Requirements:

- 6 hours maximum of approved 400-level courses
- 15 hours minimum of CE courses
- Thesis Committee and Defense
 - Minimum of three graduate faculty, with the majority from the department and at least one member from outside the department
 - Maximum of two attempts to pass defense
 - The Committee may require additional prerequisite courses (not allowed as part of the Plan of Study) for those students without an ABET/EAC-accredited degree

Plan II - Non-thesis Process

The paper/report option requirements are as follows:

A minimum of 30 credit hours, including

- 27 credit hours of approved coursework
 - 9 credit hours of core graduate coursework
 - A maximum of 6 hours of approved 400-level courses (Use Graduate School's "Approval of 400-Level Course for Master's Credit" form.)
 - A maximum of 3 hours of CE 593 Practicum or CE 693 Practicum
 - A minimum of 18 hours of CE-prefix courses
- 3 credit hours of CE 501 MS Capstone Proj. Plan II

Additional Requirements:

- 6 hours maximum of approved 400-level courses
- 18 hours minimum of CE courses

Time Limits for Degree Completion Requirements

Maximum of 6 years to complete degree requirements. Graduate School information on Time Limits (p. 18).

Student Progress Requirement

Graduate School information on Student Progress (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Graduate School information on Graduate School Deadlines.

Application for Graduation Information

Application for Graduation (p. 18).

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 a *regionally* 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 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.

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.

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Article Style vs. Journal Format for Master's Theses

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At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity,

each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

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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.

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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.

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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.

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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 Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

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In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams may consist of one or more of the following:

- a written and/or oral examination based on the content of the degree program;
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- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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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.

Department of Computer Science

- Majors
 - Computer Science, MS (p. 646)
 - Computer Science, PhD (p. 651)

Interim Department Head

- Susan V. Vrbsky

Professors

- David Brown
- Jeffrey Carver
- David Cordes
- Jeff Gray
- Yang Xiao

Associate professors

- Monica Anderson
- Richard Borie
- Brandon Dixon
- Xiaoyan Hong
- John Lusth
- Randy Smith
- Susan V. Vrbsky
- Jingyuan Zhang

Assistant professors

- Travis Atkison
- Chris Crawford
- Zhe Jiang
- Aibek Musaev
- Dingwen Tao

Professor emeritus

- Allen Parrish

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](#)

Faculty

Interim Department Head

Susan V. Vrbsky

Professors

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Jeffrey Carver

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Zhe Jiang

Aibek Musaev

Dingwen Tao

Professor emeritus

Allen Parrish

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, 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
- Applicants who present most but not all of these qualifications may be considered for Admission with Permission to Continue.
- 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 515 Software Design & Development	
CS 516 Testing and Quality Assurance	
CS 520 Software Evolution	
CS 534 Compiler Construction	
CS 544 Software Security	
CS 545 Software Reverse Engineering	
CS 603 Organz Program Languages	
CS 630 Empirical Software Engineering	
Systems Courses:	3
CS 526 Intro Operating Systems	
CS 538 Computer Comm & Networks	
CS 548 Network Security	
CS 567 Computer Systems Architecture	
CS 581 High Performance Computing	
CS 606 Anlys 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	
CS 602 Adv Formal Lang & Machin	
CS 612 Advanced Data Structures	
Thesis Course Requirements	6
CS 599 Thesis Research	
Elective Courses	15
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: 3

CS 503	Programming Languages
CS 507	Software Interface Design
CS 515	Software Design & Development
CS 516	Testing and Quality Assurance
CS 520	Software Evolution
CS 534	Compiler Construction
CS 545	Software Reverse Engineering
CS 603	Organz Program Languages
CS 630	Empirical Software Engineering

Systems Courses: 3

CS 526	Intro Operating Systems
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
CS 602	Adv Formal Lang & Machin
CS 612	Advanced Data Structures

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. 18)

Accelerated Master's Program

Computer Science and Cyber Security students in the AMP program are allowed to count a maximum of 12 hours towards both the bachelor's and graduate degrees. Students are required to have a GPA of at least 3.3 in their major (CS) courses for admission.

The Graduate School AMP Program page can be accessed here (p. 13).

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.

Student Progress Requirement

Student progress requirements are located here (p. 204).

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. 206).

Academic Grievances Information

Scholastic Grievances information is located here (p. 219).

Scholastic Requirements

Scholastic Requirements information is located here (p. 204).

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.)

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 a *regionally* 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 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.

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.

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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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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.

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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.

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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.

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"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the

Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

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:

- Demonstrated competence in programming
- Completion of the equivalent of the department's undergraduate core computer science curriculum
- Applicants who present most but not all of these qualifications may be considered for conditional admission.
- 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

Core Course Requirements	Hours
Core CS Courses:	12
Select at least one course from each of the following three areas	
Software Courses	
CS 503	Programming Languages
CS 507	Software Interface Design
CS 515	Software Design & Development
CS 516	Testing and Quality Assurance
CS 520	Software Evolution
CS 534	Compiler Construction
CS 544	Software Security
CS 545	Software Reverse Engineering
CS 603	Organz Program Languages
CS 630	Empirical Software Engineering
Systems Courses	
CS 526	Intro Operating Systems
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
CS 602	Adv Formal Lang & Machin
CS 612	Advanced Data Structures
Elective Graduate CS Courses:	18
Students may not count CS 592, CS 598, CS 599, CS 692 or CS 699 courses towards this total.	

Courses outside of CS can count towards this total, if proposed by a faculty member and approved by a vote of the CS Faculty.

At least 9 hours total of the Core CS Courses and the Elective Graduate CS Courses must be taken at the 600 level

Other coursework:	18
CS 592 or	Independent Study
CS 692	Independent Study
Additional graduate CS courses	
Courses taken outside of CS, 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	66

Transfer Credit

Graduate coursework can be transferred from other institutions with departmental approval under the following conditions:

- No more than 6 hours can count towards the Core CS Courses
- No more than 12 hours total can count toward the Core CS Courses and the Elective Graduate CS Courses
- Any additional approved transfer hours will count towards Other Coursework
- Graduate School information on Transfer Credit.

Doctoral Plan of Study Requirement

- Graduate School information for the Doctoral Plan of Study.

Comprehensive Exams

- The student must pass the Ph.D. Qualifying Exam.
- The student must select an advisor for their Ph.D. Qualifying Exam and choose three additional Computer Science faculty members to complete their Ph.D. Qualifying Exam committee.
- 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 and synthesis of core papers in a particular research area (Track 2).
 - Written Document Track 2: The document must pass an initial editorial review, after which the written document is rated by the student's Ph.D. Qualifying Exam committee as either (1) Pass, (2) Needs Modification or (3) Fail. For documents rated as Needs Modification, students will have two weeks to modify the document to be reviewed by the committee and rated as either Pass or Fail.
 - Oral Presentation: the student must deliver a conference-style presentation of the research contained in the paper. The committee members and faculty members present will then question the student regarding the contents of the written document and the presentation. The student's committee and other members of the faculty who are present will rate the Oral Presentation as either a Pass or a Fail.
- 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.

- Deadlines for taking the Ph.D. Qualifying Exam
 - For students with an M.S. in CS, the first attempt at the qualifying exam must occur at the beginning of the third semester in the PhD program.
 - For students with only a B.S. in CS, the first attempt at the qualifying exam must occur at the beginning of the fourth semester in the PhD program.
 - For students who do not have a B.S. in CS, the first attempt at the qualifying exam must occur at the beginning of the fifth semester in the PhD program.
 - The student may withdraw from the process before the due date of the Ph.D. Qualifying Exam Written Document if the advisor feels the student attempt at the qualifying exam is not sufficient. However, a withdrawal will be counted as a fail on the Ph.D. Qualifying Exam.

Continuous Enrollment Policy

- Graduate School Policy on Continuous Enrollment.

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. A student is admitted to candidacy after the successful completion of both portions of the dissertation proposal.
 - 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. 23).

Time Limits for Degree Completion Requirements

- Graduate School information on Time Limits (p. 23).

Students Progress Requirement

- Students must complete the Qualifying Exam by the specified deadlines
- Graduate School information on Student Progress (p. 23).

Withdrawals and Leave of Absence Information

- Graduate School information on Withdrawals and Leave of Absence (p. 206).

Academic Grievances Information

- Graduate School information Academic Grievances (p. 219).

Graduate School Deadlines Information

- Information on Graduate School Deadlines.

Application for Graduation Information

- Information on the Application for Graduation (p. 23).

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. 765) 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 Doctor of Education (EdD) requires a minimum of two years of graduate study beyond the master's degree for the completion of the EdD program. The student is required to complete 60 semester hours in approved graduate coursework research beyond the master's degree, or 90 semester hours of approved graduate courses, and to defend a dissertation. The student must complete a minimum of 12 hours of dissertation research. In the College of Education (p. 488) section of the Graduate Catalog, there are specific regulations governing the EdD 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. 356) section of the Graduate Catalog.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) (p. 730) 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.

Transfer of Credit

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 if approved by the department and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

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.

There are two options for possible transfer of graduate credit at the doctoral level.

1. All doctoral programs: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from another institution if the credit was in-field and was earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA doctoral program. Revalidation (recertification) of credits more than 18 semesters old at the time of admission to a doctoral program is not an option. Only courses in which a student earned a "B" grade or better may be transferred. Under this option, a Request for Transfer

of Graduate Credit form must be submitted to and approved by the Graduate School.

2. PhD Programs Only: A student holding an earned, in-field master's degree may request approval for up to 24 hours of credit to be applied to the PhD. 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 PhD degree. When exercising this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School. The requested transfer credit hours must be listed on the PhD Plan of Study as MSC501 under the transfer credit section. If the in-field master's degree was awarded *more than six years prior to admission to the current doctoral degree program*, the graduate program director or department head/chair must also submit to the Graduate School for evaluation, a Field-Related Employment Since Earning Master's Degree form with the student's CV must be submitted by the department through the UA DocuSign system in myBama. In addition, the department is asked to provide the following, attached to the approved Plan of Study :
 - a. An annotated work history from the student. This history should include job titles and major duties for all positions since earning a master's degree.
 - b. A brief paragraph from the corresponding faculty member, attesting that he/she has reviewed the work history and how that work applies to the current Ph.D. degree program.

The Graduate School will make the final determination about whether up to 24 prior master's hours can be applied to the Ph.D. requirements.

PhD awarding departments that want to participate in offering Option 2 to their doctoral students, need to "opt in" by informing the graduate dean in writing that they wish to be among the approved departments.

Consideration of transfer of credit or the acceptance of an earned master's degree as credit toward a PhD program is subject to a final decision by the Graduate School. In either case the student must ensure that the Graduate School has an official transcript of all credit involved. This will ensure that the student and advisor are fully aware of course hours needed when submitting the required Plan of Study, which must be submitted by the time the student completes 30 hours of transfer plus UA coursework. Planning to transfer courses in the final semester typically will delay graduation.

Please note that some departments allow fewer than 24 hours of graduate transfer credit. Be sure to check with your department's graduate coordinator regarding your department's transfer policy. Dissertation Research (699) may not be transferred in from an outside institution.

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).

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.

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

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.

The PhD, DMA, and DSW Plans of Study are submitted by the department through the UA DocuSign system in myBama. The Plan of Study for other doctoral programs (Ed.D., DNP) are available from the student's department, college, or school. 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.

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 through the UA DocuSign system in myBama.

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 may enroll 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 may be formed early in the dissertation research process, or shortly before the dissertation proposal is approved. It is expected that the committee will be formed and approved 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. Click here for instructions on the process of establishing the committee.

The committee must consist of at least five members. 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.

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; 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 instructor, assistant professor, associate professor, or professor).

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 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 in A Student Guide to Preparing Electronic Theses and Dissertations, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email gradschool@ua.edu 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.

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.

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

The dissertation defense is the culminating experience in the doctoral program. The Dissertation Chair and the student will coordinate with all committee members to choose a time, date, and location for the dissertation defense. 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 regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

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. For a defense to be successful, the majority of the committee must approve the dissertation and the defense.

The results of the dissertation defense must be reported to the Office of the Graduate School by submitting the Committee Acceptance Form at least six weeks before the Fall/Spring commencement, or five weeks before the Summer commencement, at which the degree is to be conferred. The Committee Acceptance Form, submitted by the department through the UA DocuSign system and found in myBama, confirms that a majority of the dissertation committee has approved the written dissertation and oral defense.

Any changes made to the manuscript after the defense must be approved by the Dissertation Chair. The student must submit the final dissertation to the Graduate School, and 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 Dissertation Submission and Approval

Following a successful dissertation defense (see "Dissertation Defense" for details), any edits agreed upon during the defense must be incorporated into the manuscript, and the Dissertation 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 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.

The dissertation, in its final form, must be received in the Graduate School within 60 days of the dissertation defense. If this deadline is not met, the Dissertation Chair may require the candidate to schedule a second dissertation defense. Note that this 60-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's homepage. Consult the Graduate School's dissertation site for additional details of the electronic submission process, including information on exactly what needs to be submitted to the Graduate School. At the stage of the Graduate School review of the manuscript, additional revisions may be required, to ensure that the final manuscript conforms to all formatting

and editing standards. The graduate dean must approve the dissertation before the student can be cleared for graduation.

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.

Department of Electrical and Computer Engineering

- Majors
 - Electrical Engineering, MS (p. 658)
 - Electrical Engineering, PhD (p. 663)

Chair

- Tim Haskew

Professor

- Tim Haskew

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](#)

Faculty

Chair

Tim Haskew

Professor

Tim Haskew

Electrical Engineering, MS

Graduate students are vital to the Department of Electrical and Computer Engineering's research efforts.

Faculty and their students are conducting research in three core electrical and computer engineering areas: devices and materials, electromechanical systems, and embedded systems. The department offers masters and doctorate degrees in electrical and computer engineering.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. A 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.
2. A short Statement of Purpose describing possible research/study interests.
3. Resume.
4. Applicants who are not current University of Alabama students should submit three letters of recommendation.

Students who do not meet these requirements, but who excel in other areas, may be considered for "Admission with Permission to Continue."

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.

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. Students may also enroll in the Dual MSEE/MBA Degree Program, which includes a slightly reduced number of hours for both degrees.

MSEE – Thesis Option (Plan 1)

Code and Title	Hours
Area of Concentration	
A minimum of 12 hours of closely related 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 or GES) or Science (Physics, Chemistry, or Biology) courses at the 500 level or above	3

Graduate Research Seminar

A minimum of 1 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 6

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 at 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 who have each taught the candidate at least one graduate course.

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 closely related Electrical and Computer Engineering (ECE) designated courses in the student's area of concentration, as defined by the adviser	12
Elective Area of Study	
A minimum of 12 hours of courses in an elective area approved by the adviser	12
Mathematics or Science	
A minimum of 3 hours of Mathematics (MATH or GES) or Science (Physics, Chemistry, or Biology) courses at the 500 level or above	3
Graduate Research Seminar	
A minimum of 1 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	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 at 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 adviser must also approve either of the following to satisfy University of Alabama Graduate School culminating experience requirement for an MS Plan II degree:
 - a. submission of a manuscript, authored or co-authored by the candidate, to a refereed journal or conference proceeding;
 - b. a written research report submitted to the adviser.

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.

Transfer Credit

Please see the Graduate School information on Transfer Credit (p. 18).

Accelerated Master's Program

Current Electrical Engineering and Computer Engineering undergraduate students at The University of Alabama with a 3.3 or higher GPA and 90 or more hours of undergraduate course credit are eligible to apply for the Accelerated Masters Program (AMP). 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 letters requirements are automatically waived for AMP applicants.

Please see the Graduate School catalog page for the Accelerated Master's Program (p. 13).

Comprehensive Exam/Capstone

A final comprehensive examination is required of all Master's candidates. The content of this exam depends on the candidate's degree program.

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 adviser from the members of the ECE Department's faculty. The adviser will be responsible for administering the culminating experience.

Plan I – Thesis Process Requirements**Thesis**

The thesis is a formal research document and must be prepared following the Graduate School's thesis and electronic submission guidelines (<http://services.graduate.ua.edu/etd/>). Your thesis will be reviewed by your thesis advisor and your committee. Once they are satisfied with the

thesis, you and your thesis advisor will schedule your Comprehensive Exam/Thesis Defense. After successfully defending your thesis, you may have final corrections and revisions to your 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.

Thesis Defense

The final step in the pursuit of the M.S. 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.

Plan II – Non-Thesis Process Requirements

Plan II Master's 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 adviser and report on their portion of the work described in the paper. The specific format of this exam is at the discretion of the adviser.
- Submit a written research report on the topic defined by the academic adviser, taken as 3 hours of ECE 598 Non-Thesis Research.

Time Limits for Degree Completion Requirements

Please see the Graduate School catalog page for information on Time Limits (p. 18).

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. 206).

Academic Grievances Information

Please see the Grievance Procedure (p. 219) catalog page.

Scholastic Requirements

Please see the Graduate School catalog page for information on Scholastic Requirements (p. 204).

Graduate School Deadlines 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. 18).

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

Electrical Engineering, Ph.D.

PhD 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 PhD program in Electrical Engineering provides students with the opportunity to work with leading, world-renowned faculty members in four focus 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; 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 and 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 UA ECE faculty includes robotics, intelligent sensors, computer vision, machine learning and 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 driving, flying, 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 underpinning of the electromagnetic device and system design. Maxwell's equations describe the law 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 based on electromagnetics' dynamic field.

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

1. A 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.
2. A short Statement of Purpose describing possible research/study interests
3. A Resume
4. Applicants who are not current University of Alabama students should submit three letters of recommendation

Students who do not meet these requirements, but who excel in other areas, may be considered for "Admission with Permission to Continue."

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.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Code and Title	Hours
Major Area of Concentration	
A minimum of 24 hours of closely related coursework in the student's area of concentration, as defined by the advisory committee, with at least 15 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.	24
Minor Area of Concentration	
A minimum of 15 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	15
Mathematics or Science	
A minimum of 6 hours of Mathematics (MATH, STAT or GES) or Science (Physics, Chemistry, or Biology) courses at the 500-level or above	6
Graduate Research Seminar	
A minimum of 3 hours of seminar (ECE 695 Graduate Research Seminar). This can be part of the Major Area of Concentration or the Minor Area of Concentration.	3
Total Coursework Hours	48
Dissertation Research	
A minimum of 18 hours of dissertation research (ECE 699 Dissertation Research) are required	18
Total Hours	66

Additional Requirements:

- A maximum of 24 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 48 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.

Transfer Credit

Please see the Graduate School website (p. 23).

Committee

Every Ph.D. candidate is responsible for working with his/her advisor to select a 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.

Doctoral Plan of Study Requirement

Soon after admission to the Ph.D. program, you should work with your advisor and committee to complete the Outline of Doctoral Program for the Ph.D. Consult the graduate course schedule for help with choosing the coursework that will be listed in this 3-year plan of study. Courses listed in the plan of study may be modified during your course of study with the approval of your advisor. It is the student's responsibility to keep the graduate school informed of revisions to the Plan of Study, as this document is used to audit the student's courses prior to admission to candidacy and graduation.

Comprehensive Exams

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 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.

Admission to Candidacy Requirements

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 portions of the Qualifying Exam and has been admitted to candidacy. The completed candidacy form with attached Plan of Study is submitted to the Graduate School well in advance of the final semester.

Continuous Enrollment Policy

Please see the Graduate School website (p. 17).

Dissertation Requirements

The dissertation research and dissertation are the defining elements of the PhD 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 Schools guidelines. Your dissertation will be reviewed by your advisor and your dissertation committee. Your advisor will help in scheduling your Final Exam/Dissertation Defense. After a successful defense, you may still have final dissertation 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. Additional information concerning the article-style dissertation may be found at the site listed above.

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.

Time Limits for Degree Completion Requirements

Please see the Graduate School catalog page (p. 23).

Student Progress Requirement

Please see Satisfactory Academic Progress Website.

Academic Misconduct Information

Please see the Graduate School catalog page (p. 7).

Withdrawals and Leave of Absence Information

Please see the Graduate School catalog page (p. 206).

Academic Grievances Information

Please see the Grievance Procedure catalog page (p. 219).

Scholastic Requirements

Please see the Graduate School catalog page (p. 204).

Graduate School Deadlines Information

Please see the Graduate School Website.

Application for Graduation Information

Please see the Graduate School catalog page (p. 23).

Department of Mechanical Engineering

The MSME degree is offered in two basic plans. 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.

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.

- Majors
 - Mechanical Engineering, MS (p. 668)
 - Mechanical Engineering, PhD (p. 671)

The department has active research programs in the areas of Dynamic Systems & Control (DSC), ThermoFluids Science (TFS), and Materials Processing & Manufacturing (MPM). Faculty conduct research in thrust areas that include, but are not limited to: 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. Individual faculty members and their research interests are described on the ME Research and Faculty Directory.

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 through the College of Engineering server.

In addition, high performance computing capabilities are accessible through the University of Alabama's Office of Information Technology. High performance computing facilities are also available to UA students and faculty through the Alabama Supercomputer Authority.

The department maintains well-equipped laboratories in large modern buildings. Graduate students conduct their research in these laboratories and students are typically provided dedicated office space. The department also maintains a modularized research area capable of supporting many separate projects, as well as a student machine shop.

Department Head

- Jalili, Nader

Director of Graduate Programs

- Shepard, W. Steve

Professors

- Agrawal, Ajay K.
- Balasubramanian, Bharat
- Jalili, Nader
- Krishnan, Sundar Rajan
- Shen, Xiangrong
- Shepard Jr., W. Steve
- Srinivasan, Kalyan Kumar

Associate professors

- Amini, Shahriar (Sean)
- Ashford, Marcus
- Bittle, Joshua A.
- Fonseca, Daniel J.
- Khandelwal, Bhupendra
- Mahmoodi, S. Nima
- Momeni, Kasra
- Puzinauskas, Paulius V.
- Todd, Beth Ann
- Volkov, Alexey
- Williams, Keith A.
- Yoon, Hwan-Sik

Assistant professors

- Carpenter, Joseph
- Cousin, Christian
- Davami, Keivan
- Kasemer, Matthew
- Kim, Hyun Jin
- Martelli, Dario
- Pakniyat, Ali
- Patiballa, Sree Kalyan
- Samadi, Forooza
- Shah, Krishna
- Vikas, Vishesh

Instructors/Research Engineers

- Hill, Lawrence
- Koutahzadeh, Negin
- Scott, Radley

Adjunct Faculty

- Daniewicz, Steve
- Rasoulzadeh, Mojdeh

Affiliated Faculty

- Amaro, Robert L.
- O'Neill, Zheng

Professors Emeriti

- Doughty, Julian O.
- Harrisberger, Lee
- 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

Faculty**Department Head**

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Director of Graduate Programs

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Professors

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Harrisberger, Lee

Kavanaugh, Steve

Midkiff, Clark

Parker, Joey K.

Taylor, Robert P.

Woodbury, Keith A.

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. 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.

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

In addition to the minimum Graduate School admission requirements, to be considered for regular admission to the Main Campus (MA) or Distance Learning (DL) program should have:

- A Bachelor's degree in mechanical engineering or related field (see below)
- A combined verbal and quantitative GRE requirement of 300 or greater (see below for exceptions). The GRE score is waived for graduates of ABET-Accredited engineering programs. Applicants with five or more years of field-related work experience may contact the ME Graduate Program Director to inquire about a GRE waiver request. There is no minimum score on the writing section of the GRE for admission to the MSME Program
- A current resume
- A concise statement of purpose describing graduate study interests
- Three letters from recommenders (waived for University of Alabama graduates)
- A residence within the borders of the US or serving on a US military installation (DL applicants only)
- A TOEFL score of at least 92 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)

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 of this catalog for additional information.

Non-BSME Applicants

Applicants who hold a Bachelor of Science degree in a discipline other than Mechanical Engineering may apply for a graduate degree in Mechanical Engineering. However, there is a basic level of undergraduate understanding that students are expected to have upon entering the program in order to be successful. The following prerequisite undergraduate courses or acceptable equivalents, which do not count toward the graduate degree, are expected for entering students:

- 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)
- Mechanical Engineering, depending on your emphasis area (see below) in graduate school

DSC: Dynamic Systems & Control emphasis		Hours
AEM 250	Mechanics Of Materials I	3
ME 350	Static Machine Components	3
ME 372	Dynamic Systems	3

or

TFS: ThermoFluids Science emphasis		Hours
ME 215	Thermodynamics I	3
AEM 311	Fluid Mechanics	3
ME 309	Heat Transfer	3

or

MPM: Materials Processing & Manufacturing emphasis		Hours
AEM 250	Mechanics Of Materials I	3
ME 350	Static Machine Components	3
ME 372	Dynamic Systems	3

The engineering courses listed above may have prerequisite courses as listed in the Catalog. Students with Bachelor of Science degrees in physical sciences are likely to have the background needed to start directly in the listed Mechanical Engineering courses. Depending on the number of courses needed from the list above, it may be possible to take one or more of these courses simultaneously with graduate-level coursework. Applicants are encouraged to consult with faculty in the area of study emphasis to inquire about any modifications to the above list that they feel is appropriate. Recall that undergraduate courses (400-level and below) cannot count toward a graduate degree in Mechanical Engineering.

Application Deadlines

There are no formal deadlines for graduate applications to the Department of Mechanical Engineering. Once an application is complete, the internal review process typically only takes a couple of weeks. International applicants should consider the time required to obtain any necessary travel documents. Only after the student has been accepted and The University has provided the appropriate paperwork can an applicant apply for appropriate travel documents. This process can take between two and six months, depending on the country of origin. Students must complete this process and arrive on campus prior to the first day of class. All of these steps should be considered by international students when planning to apply.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

MSME Curriculum Overview

The MSME program is offered with both a thesis option as well as a non-thesis option. Designation of the selected program is not required at the time of application. All MSME students on teaching or research assistantships in the department are expected to pursue this thesis degree option.

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.		6
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 (MOM) Core		
ME 540	Failure of Engr Materials	3
ME 542	Multiscale Material Design	3
ME 546	Atomistic Mod of Materials	3
ME 591	Special Problems	3
ThermoFluids Science (TFS) Core		
ME 509	Intermed Heat Transfer	3

ME 511	Cmp Heat Transfer & Fluid Flow	3
ME 560	Thermal Fluid Meas. & Analysis	3
ME 605	Classical Thermodynamics	3
AEM 500	Intermediate Fluid Mechanics	3

2. MSME Mathematics Core Requirements

The second two courses are selected to satisfy the mathematics area core requirement. That is, complete at least two courses from the following list.

ME 501	Mech Engr Analysis I	3
ME 591	Special Problems (Linear algebra for engineering computations)	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

The final courses and/or research hours will depend on the MSME plan being pursued. Options include:

ME 599	Thesis Research (Up to 6 hours)	6
ME 500-level, and/or		
ME 600-level, and/or		
MTE 500-level, and/or		
AEM 500-level, and/or		
CS 500-level, and/or		
CHE 500-level, and/or		
GES 500-level, and/or		
ECE 500-level		

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.

Transfer Credit

For information on transfer credit (p. 18), refer to the UA graduate catalog or click on the highlighted text.

Accelerated Master's Program

Current Mechanical Engineering (ME) and Aerospace Engineering and Mechanics (AEM) undergraduate students at The University of Alabama with a 3.3 or higher GPA and 90 or more hours of undergraduate course credit are eligible to apply for the Accelerated Master's Program (AMP). AMP allows currently enrolled undergraduate students to simultaneously count up to 9 hours of graduate coursework toward both the undergraduate and graduate degrees. The **GRE test requirements are automatically waived for AMP applicants**. For additional information on Accelerated Master's Program (p. 13), pls. refer to UA graduate catalog or click on the highlighted text. AMP is also available to distance students currently enrolled in our undergraduate 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 1 - Thesis Requirements

The Master of Science in Mechanical Engineering (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 six hours taken from the approved major core area. Major area courses are ME and ME cross-listed courses. Three 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.
 - Any transfer credit request is submitted electronically 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 Committee and have the committee chair provide the forms evaluating that portfolio to the ME Graduate Program Director. This information is not submitted to the graduate school.

Plan 2 - Non-Thesis Requirements

Non-Thesis Option (Plan II): 30 Credit Hours (On-Campus and Distance):

The Master of Science in Mechanical Engineering (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 six hours being selected from the approved major core area. Major area courses are ME and ME cross-listed courses. Three 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.
 - Any transfer credit request is submitted electronically 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, and
- Submit a course portfolio to the MSME Committee and have the committee chair provide the forms evaluating that portfolio to the ME Graduate Program Director. This information is not submitted to the graduate school.

Comprehensive Exams

Students in the MSME non-thesis (Plan II) program must complete a comprehensive exam, typically taken during the final semester of study, and have the MSME Committee submit the electronic Master's Exam Form prior to the graduate school deadline for the intended semester of

graduation (see below). As agreed upon by the student and the three committee members, this exam may consist of:

- an oral examination based on course content in the major (or minor) field,
- a written examination based on course content in the major (or minor) field,
- a dissertation research proposal presentation approved by three dissertation committee members (for en route MSME or a second MSME degree), or
- an alternate form agreed upon by the student and committee.

Thesis Process Requirements

Students in the MSME thesis (Plan I) program 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 MSME Committee two weeks prior to the presentation,
- Present the research described in the thesis to the MSME 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).

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 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 (p. 18), refer to 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 (p. 7). Pls. refer to 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 (p. 206).

Academic Grievances

For information on academic grievances (p. 219), refer to the UA graduate catalog or click on the highlighted text.

Scholastic Requirements

The ME department expects all graduate students to remain in good academic standing. Graduate school policies on scholastic requirements

(p. 204) can be accessed on 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 in UA graduate catalog page or by clicking on the highlighted text.

Application for Graduation

Information regarding the application for graduation (p. 18) can be found in UA graduate catalog page or by clicking on the highlighted text.

Faculty

Professors

Jalili, Nader, Department Head

Agrawal, Ajay K.

Balasubramanian, Bharat

Krishnan, Sundar Rajan

Shen, Xiangrong

Shepard Jr., W. Steve

Srinivasan, Kalyan Kumar

Associate professors

Amini, Shahriar (Sean)

Ashford, Marcus D.

Bittle, Joshua A.

Fonseca, Daniel J.

Khandelwal, Bhupendra

Mahmoodi, S. Nima

Momeni, Kasra

Puzinauskas, Paulius V.

Todd, Beth Ann

Volkov, Alexey N.

Williams, Keith A.

Yoon, Hwan-Sik

Assistant professors

Carpenter, Joseph

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Davami, Keivan

Kasemer, Matthew

Kim, Hyun Jin

Martelli, Dario

Pakniyat, Ali

Patiballa, Sree Kalyan

Samadi, Forooza

Shah, Krishna

Vikas, Vishesh

Instructors

Hill, Lawrence

Koutahzadeh, Negin

Scott, Radley

Adjunct professor

Daniewicz, Steve

Adjunct assistant professor

Rasoulzadeh, Mojdeh

Professor emeritus

Woodbury, Keith A.

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. Additionally, the student demonstrates mastery of the selected study area through qualifying exams, the proposal of a research topic, and the defense of a research-based dissertation.

In addition to traditional on-campus degree offering, our PhD 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.

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 Requirements

For admission to the PhD Program, a prospective graduate student should have:

- a Master's degree in Mechanical Engineering,
- a grade point average of at least 3.0 on a 4.0 scale

or

- a Bachelor's degree in Mechanical Engineering or related area (see below),
- a grade point average of at least 3.3 on a 4.0 scale, and
- a 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 PhD Program. The GRE requirement is automatically waived for those applicants holding an MSME degree from an accredited program. BSME applicants with 5 or more years of field-related work experience may contact the ME Graduate Program Director to inquire about a GRE waiver request. A short Statement of Purpose describing possible research/study interests and a Resume are required for each application. Applicants should also submit three letters of recommendation.

Current MSME students with a grade point average of at least 3.5 on 4.0 scale and 9 or more graduate credit hours may also apply for admission to the PhD program with the recommendation of his or her major advisor.

Applicants in related areas such as science and mathematics are encouraged to apply; however, prerequisite undergraduate courses will be required that will not apply for graduate credit.

International applicants whose first language is not English may be required to submit TOEFL scores of 92 or higher.

Accelerated Masters Program (AMP) – PhD Direct Admit

Current Mechanical Engineering (ME) undergraduate students at The University of Alabama with a 3.3 or higher GPA and 90 or more hours of undergraduate course credit are eligible to apply for the PhD direct admit program via the Accelerated Masters Program (AMP). AMP allows undergraduate students to earn admission to the PhD program and to simultaneously count up to 9 hours of graduate coursework toward both the undergraduate and graduate degrees. The **GRE test requirements are automatically waived for AMP applicants.**

Application Deadlines

There are no formal deadlines for graduate applications. Once an application is complete, the internal review process typically only takes a couple of weeks. However, **international applicants** should consider the time required to obtain any necessary travel documents. Only after the student has been accepted and the University has provided the appropriate paperwork can an applicant apply for appropriate travel documents. This process can take between two and six months, depending on the country of origin. Students must complete this process and arrive on campus prior to the first day of class. All of these steps should be considered by international students when planning to apply.

Degree Requirements

Graduate School Degree Requirements and College of Engineering PhD degree requirements are detailed below. Also refer to the online Graduate Handbook on the departmental homepage.

Doctor of Philosophy

The doctorate requires 48 credit hours of coursework beyond the Bachelor's degree, a comprehensive qualifying exam, and a dissertation. Students with a Master's degree will usually receive credit for 24 hours of course work. The dissertation must sufficiently document original research that makes a significant contribution to the profession. Note that additional requirements may be stipulated by the UA Graduate School.

- A minimum of 48 semester hours (excluding ME 699 Dissertation Research) of approved courses that together satisfy all other course requirements for the degree
- A minimum of 24 semester hours of coursework in the major technical area, of which 9 hours may be in closely related supporting areas and of which 3 hours may be graduate research seminar
- A minimum of 12 semester hours in any minor technical areas included in the student's program of study
- The student must pass a qualifying examination and present a research proposal.
- An approved dissertation and a minimum of 24 semester hours of ME 699. Note that once ME 699 hours are started, there is a continuous registration requirement as described elsewhere in the graduate catalog.
- The student must provide a course portfolio to the dissertation committee. Refer to the online Graduate Handbook on the departmental web page for additional details.

Early in the graduate program, each student confers with a faculty adviser 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 is prepared and submitted to the Graduate School. The PhD Plan of Study is available at the Graduate School website under the forms section. 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 for the doctoral degree. Otherwise, a "hold" may be placed on future registration. If later there are changes in the Plan of Study, the student simply submits an amended PhD Plan of Study to the Graduate School at the time that the form for Admission to Candidacy for Doctoral Degree is submitted. A department-approved Admission to Candidacy for the Doctoral Degree is submitted to the Graduate School as soon as possible after passing the comprehensive (preliminary) examination.

See the online Graduate Catalog (p. 6) for details on Plan of Study, Admission to Candidacy, and all other Degree Requirements.

Faculty

Professors

Jalili, Nader, Department Head

Agrawal, Ajay K.

Balasubramanian, Bharat

Krishnan, Sundar Rajan

Shen, Xiangrong

Shepard Jr., W. Steve

Srinivasan, Kalyan Kumar

Associate professors

Amini, Shahriar (Sean)

Ashford, Marcus D.

Bittle, Joshua A.

Fonseca, Daniel J.

Khandelwal, Bhupendra

Mahmoodi, S. Nima

Momeni, Kasra

Puzinauskas, Paulius V.

Todd, Beth Ann

Volkov, Alexey N.

Williams, Keith A.

Yoon, Hwan-Sik

Assistant professors

Carpenter, Joseph

Cousin, Christian A.

Davami, Keivan

Kasemer, Matthew

Kim, Hyun Jin

Martelli, Dario

Pakniyat, Ali

Patiballa, Sree Kalyan

Samadi, Forooza

Shah, Krishna

Vikas, Vishesh

Instructors

Hill, Lawrence

Koutahzadeh, Negin

Scott, Radley

Adjunct professor

Daniewicz, Steve

Adjunct assistant professor

Rasoulzadeh, Mojdeh

Professor emeritus

Woodbury, Keith A.

Department of Metallurgical and Materials Engineering

An interdisciplinary PhD degree in materials science is also offered (see Interdisciplinary Programs (p. 772)). The graduate program in metallurgical and materials engineering allows for close association between graduate students and the faculty.

- Majors
 - Metallurgical Engineering, MS (p. 674)
 - Materials/Metallurgical Engineering, PhD (p. 674)

Associate Dean for Undergraduate and Graduate Programs

- Viola L. Acoff

Head

- Steven Daniewicz

Undergraduate Program Director

- Mark Weaver

Graduate Program Coordinator

- Lin Li

Professors

- Viola Acoff
- Luke Brewer
- Steven Daniewicz
- Subhadra Gupta
- Ramana Reddy
- Gregory Thompson
- Mark Weaver

ACIPCO Professor

- Ramana Reddy

Associate professors

- Charles Monroe
- Laurentiu Nastac
- Ruigang Wang

Assistant professors

- Gregory Kubacki
- Nilesh Kumar
- Lin Li
- Feng Yan

Adjunct professor

- Mruthunjaya (Jay) Uddi

Professor Emeritus

- Doru Stefanescu
- Garry Warren

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](#)

Faculty**Associate Dean for Undergraduate and Graduate Programs**

Viola L. Acoff

Head

Steven Daniewicz

Undergraduate Program Director

Mark Weaver

Graduate Program Coordinator

Lin Li

Professors

Viola Acoff

Luke Brewer

Steven Daniewicz

Subhadra Gupta

Ramana Reddy

Gregory Thompson

Mark Weaver

ACIPCO Professor

Ramana Reddy

Associate professors

Charles Monroe

Laurentiu Nastac

Ruigang Wang

Assistant professors

Gregory Kubacki

Nilesh Kumar

Lin Li

Feng Yan

Adjunct professor

Mruthunjaya (Jay) Uddi

Professor Emeritus

Doru Stefanescu

Garry Warren

Materials/Metallurgical Engineering, Ph.D.

The Department of Metallurgical & Materials Engineering (MTE) offers a bachelors and 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.

Degree Requirements

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. 771) may be found in this catalog.

For additional information, see the Graduate School's general requirements for advanced degrees below.

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.

Admission Requirements

Prospective students will need to provide a statement of purpose, official academic transcript, references and submission of an official GRE score. International applicants (non-native English speakers) will also be required to complete a provisional language exam (TOEFL or IELTS or PTE.) Regular admission requirements are >3.0 GPA; >300 revised GRE (>1000 general GRE); and > 550 pBT or 79iBT TOEFL, >6.5 IELTS, >59 PTE. These scores do not necessarily grant admission to the department. Competitive MTE entering graduate applications have scores exceeding these minimums.

See the Admission Criteria section of this catalog for more information.

Degree 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

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.

College of Human Environmental Sciences

Department of Clothing, Textiles, and Interior Design (p. 676)

Department of Consumer Sciences (p. 676)

Department of Health Science (p. 679)

Department of Human Development and Family Studies (p. 704)

Department of Human Nutrition and Hospitality Management (p. 707)

Human Environmental Sciences, M.S. (p. 720)

General Degree Requirements

The following is a brief summary of requirements; students should confer with their department heads for additional information. A program plan for completing course requirements for the master's degree must be approved by the student's major advisor and committee and filed in the office of the dean of the College of Human Environmental Sciences no later than the beginning of the second semester of graduate study. Program plans are based on undergraduate preparation, previous experiences, and expressed objectives for graduate study. Students pursuing the Master of Science in Human Environmental Sciences can specialize in one of the following areas: clothing, textile, and interior design; consumer sciences; and human environmental sciences. Students may complete degree requirements following Plan I (thesis) or Plan II (nonthesis).

Plan I (thesis)

All Plan I students must earn a minimum of 24 semester hours of credit, including HES 509 Research Methods, one course in statistics, and 18 hours in courses in the area of specialization and in areas supporting the specialization. In addition, all Plan I students must complete at least six semester hours of thesis research and write a thesis. The format of the thesis may vary, depending on the advice and consent of the thesis committee. A final oral examination is required upon completion of the thesis, and a manuscript of publishable quality based on the thesis research is expected of each Plan I degree candidate.

Plan II (nonthesis)

Students pursuing the Master of Science in Human Environmental Sciences degree under Plan II complete 30 hours of coursework, including HES 509, and a final evaluation as determined by departmental guidelines.

Information on all other degree requirements is in the Degree Requirements (p. 18) section of this catalog.

Repeating Courses in Selected Programs

Students majoring in Human Nutrition, Consumer Sciences, or Human Development and Family Studies are permitted to repeat a course in which a grade of "C" was earned. The option to repeat a course is not available to HES students in any program other than these three. Both grades earned will be recorded on the transcript and will be included in the computation of the GPA. Only one attempt will count in the Plan of Study, and the second attempt will not reduce the minimum number of hours required for the degree.

The Graduate Council approved the above policy as a waiver to the usual policy on not being able to repeat a course in which a "C" was earned. The policy's effective date was September 25, 2007.

Admission Requirements

The Master of Science degree offered through the College of Human Environmental Sciences reflects a diverse range of missions and objectives. Enrollment in all specializations is limited and competitive. Admissions are supervised by committees of the graduate faculty in each of the specializations. General application and admission requirements are outlined in the Admission Criteria and Application (p. 16) sections of this catalog. Students with deficiencies in undergraduate preparation may be required to complete designated undergraduate requirements before admission to the program.

See the Admission Criteria section of this catalog for more information.

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

Hours 3-6

A detailed examination of a discipline-specific issue, topic or problem that impacts the lives of individuals, families or communities.

HES591 Special Problems in Human Sciences

Hours 3

This course is open to qualified graduate students who will study special problems in human sciences.

HES592 Special Problems in Sports Business Management

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

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

Hours 3

Critical analysis of current issues in selected areas of human environmental sciences. May be taken up to a total of four times.

Faculty

Dean

Stuart Usdan

Senior Associate Dean

Jeannine Lawrence

Associate Dean for Academic Affairs

Deidre Leaver-Dunn

Department of Clothing, Textiles, and Interior Design

The Human Environmental Sciences (MS) (p. 720) 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, interior design, and related fields.

Chair

- Foster, Shirley P.

Associate Professor

- Koontz, Marcy L.
- Thompson, Amanda

Instructors

- Davis, Babs
- Faulkner, Cassandra M.
- Robinson, Paula H.
- Rose, Michelle
- Self, Lauri
- Taylor, Brian

Adjuncts

- Kissinger, Beverly
- McLelland, Jonathan
- Reaves, Danielle

Assistant Professors

- Foster, Shirley P.
- Maki, Kristin
- Peaslee, John E.
- Tong, Michelle
- Wimberley, Virginia S.

Office Staff

- Donna McGee

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](#)

Faculty

Chair

Foster, Shirley P.

Associate Professor

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Maki, Kristin

Peaslee, John E.

Tong, Michelle

Wimberley, Virginia S.

Office Staff

Donna McGee

Department of Consumer Sciences

Consumer Sciences, MS (p. 678)

Conflict Resolution Certificate (p. 677)

Dean

- Usdan, Stuart

Graduate Coordinator

- Kim, Kyoung Tae

Chair

- Nielsen, Robert

Professor

- Nielsen, Robert

Associate professors

- Choi, Shinae
- Kim, Kyoung Tae
- Wilmarth, Melissa

Assistant professors

- Jurgenson, Jesse
- L'Esperance, Madelaine
- McGahey, Courtney L.
- McMath, Juanita
- Men, Fei
- Pentecost, Eve
- Stebbins, Rich

Adjunct assistant professors

- Becker, Luke
- Brown, Tasha
- Gaines, Bobby
- Tate, Adam
- Zettler, Laura

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

Faculty**Dean**

Usdan, Stuart

Graduate Coordinator

Kim, Kyoung Tae

Chair

Nielsen, Robert

Professor

Nielsen, Robert

Associate professors

Choi, Shinae

Kim, Kyoung Tae

Wilmarth, Melissa

Assistant professors

Jurgenson, Jesse

L'Esperance, Madelaine

McGahey, Courtney L.

McMath, Juanita

Men, Fei

Pentecost, Eve

Stebbins, Rich

Adjunct assistant professors

Becker, Luke

Brown, Tasha

Gaines, Bobby

Tate, Adam

Zettler, Laura

Professor emeritus

Boschung, Milla

Conflict Resolution Certificate

This 15-credit hour certificate program teaches ways to manage consumer, workplace, and personal conflict through effective communication, emotional intelligence skills, and cooperative problem solving. From a foundation in conflict theory, students learn strategies to prevent, reduce, and resolve conflict with the goal of preserving, and in many cases improving, relationships. All 15 hours required for the certificate are offered online.

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 530 Family And Consumer Law	
CSM 559 Techniques of Counseling in Consumer Sciences	

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.

Scholastic Requirements

See the Scholastic Requirements Policies 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® exam offered by the Association for Financial Counseling and Planning Education®. Successful completion of a capstone project, practicum, or portfolio 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 CSM 560	Research Methods and Analysis Finan Plan Case Study Capstone	3
BER 540 or CSM 558	Statistical Methods In Educ Spreadsheets in Fin. Decisions	3
BER 640 or CSM 554	Adv Statistical Methods in Ed Personal Income Tax Mgt Plang	3
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 575	Entrepreneurship In Hes	
CSM 580	E-Commerce@Ches	
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 581	Practicum	3
CSM 559	Techniques of Counseling in Consumer Sciences	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.

Scholastic Requirements

See the Scholastic Requirements Policies 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.

Department of Health Science

- Athletic Training, MSAT (p. 680)
- Health Studies, MA (p. 700)

- Health Education & Promotion, MPH (p. 685)
- Health Education & Promotion, PhD (p. 688)

Chair

- Chaney, Don

Professors

- Chaney, Beth
- Chaney, Don
- Turner, Lori
- Stellefson, Michael
- Usdan, Stuart

Associate Professors

- Elder, Lizzie
- Knowlden, Adam
- Leaver-Dunn, Deidre
- Nickelson, Jen

Assistant Professors

- Burton, Wanda
- Jaiswal, Jessica
- Marcantonio, Tiffany
- Mkuu, Rahma
- Moran, Ryan
- Tompkins, Leah
- Wallace, Jessica
- Wilkerson, Amanda
- Zemke, Jeri

Instructors

- McNeal, Kareem
- McVeagh, Isabella
- 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

BS Public Health Program Coordinator

- Wingo, Kelly

BS Athletic Training Program Coordinator

- Elder, Lizzie

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.

ATR554 Advanced Clin Eval Diag

Hours 3

Advanced clinical evaluation and diagnosis of structural and functional of soft tissue and skeletal injuries through the acquisition, application and integration of clinical skills. Focus on consideration of the entire kinetic chain in the examination and diagnostic process.

View All Courses

Faculty**Chair**

Chaney, Don

Professors

Chaney, Beth

Chaney, Don

Turner, Lori

Stellefson, Michael

Usdan, Stuart

Associate Professors

Elder, Lizzie

Knowlden, Adam

Leaver-Dunn, Deidre

Nickelson, Jen

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McVeagh, Isabella

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

BS Public Health Program Coordinator

Wingo, Kelly

BS Athletic Training Program Coordinator

Elder, Lizzie

Athletic Training, MSAT

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 your 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, Personal Health, Statistics, Kinesiology/Biomechanics, and

Exercise Physiology; 4 credit hours of Biology with lab, Chemistry with lab, and Physics 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.
 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

At the time of publishing, the COVID vaccine is not required for students at The University of Alabama or within the Athletic Training Program; however, some clinical sites have vaccine requirements and students that do not have the COVID vaccine will not be allowed to complete clinical experiences at sites that have site-specific vaccination requirements. Further, policies regarding COVID vaccination continue to evolve. University-wide requirements will be followed.

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](#).

Scholastic Requirements

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. 204).

Graduate School Deadlines Information

Graduate School deadlines can be found [here](#).

Application for Graduation Information

Application for Graduation information can be found [here](#) (p. 18).

Faculty

Program Director

Dr. Lizzie Elder

Clinical Education Coordinator

Dr. Jeri Zemke

AT Program Core Faculty

Dr. Deidre Leaver-Dunn

Dr. Ryan Moran

Dr. Jessica Wallace

Academic Advisor

Mrs. Melinda Lake

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 3 recommenders who are familiar with their skills and abilities.
 - It is not ideal to have letters written by family or friends.
 - Quality letters of recommendation are typically at least one 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:
 - Interests in the field of Health Promotion and related fields
 - Any skills, abilities, or experience applicants may have that would support enrollment in the selected program
 - Professional goals and aspirations
 - How the selected 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 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 your statement before submitting it with a completed 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 and the MPH degrees. 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
HES 509	Research Methods	3
*Applied Practice Experience		3
HHE 580	Applied Practice Experience I	
HHE 581	Applied Practice Experience II	
Approved Electives		6
HHE 588	Sex Ed: Theory & Practice	
HHE 589	Women and Health	
HHE 590	Cert Hlth Ed Specialist Study	
HHE 596	Independent Study	
ANT 505	Culture, Mind, and Behavior	
ANT 511	Culture Health & Healing	
ANT 550	Probs In Anthropology	
ANT 574	Neuroanthropology	
BEP 550	Life Span Development (Offered Online)	
BEP 561	Social Cult Basis Behavr (Offered Online)	
BEP 565	Personality & Social Dev	
BER 540	Statistical Methods In Educ (Offered Online)	
BER 631	Inqry As Interp: Qual I	
BER 634	Narrative Inquiry	
BSP 500	Intro School Psychology	
COM 513	Communication & Diversity	
COM 525	Gender & Political Comm	
COM 550	Qualitative Research Methods in Communication	
CSM 525	Conflict Resolution Workplace	
CSM 537	Developing The Leader Within	
HD 501	Child Development	
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
SW 500	Social Welfare Policy
SW 510	Human Behav Social Envir I
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 deliver an oral presentation (e.g., PowerPoint or poster) to complete their Integrative Learning Experience (ILE) project.

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. 18).

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, applied preparation in public health education and promotion (MPH in 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 files of applicants whose status is in dispute
 - If the parties cannot agree on applicant 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 HHE 506 Tech Research In Health (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 (HHE 506 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 574 Neuroanthropology

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 HHE 506 Tech Research In Health (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 (HHE 506 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 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 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

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 90 hands-on hours at a health-related site under the guidance of a qualified Preceptor. The student must also complete two products for their site by the end of their experience, write a comprehensive Integrative Learning Experience (ILE) Report, and give a final presentation on their experience.

The APE should be completed towards the end of a student's enrollment. The APE is two courses which will be taken consecutively. Students will enroll in HHE 580 Applied Practice Experience I (1 hr.) to locate and confirm the site of their experience. Students will then enroll in HHE 581

Applied Practice Experience II (2 hr.) in the subsequent semester to complete the 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. 18).

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 <https://catalog.ua.edu/graduate/about/academic-policies/scholastic-requirements/>.

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. 206).

Academic Grievance Information

The MPH program adheres to the academic grievance procedures (p. 219) as outlined by the Graduate School.

Scholastic Requirements

The MPH program adheres to the scholastic requirements (p. 204) 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. Details about Academic Warning and other scholastic standing information is available at <https://catalog.ua.edu/graduate/about/academic-policies/scholastic-requirements/>.

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information about the application to graduate (p. 18).

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 practitioners 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 the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Completion of a master's degree program;
- Minimum score of 300 (verbal + quantitative) on the Graduate Record Exam (GRE). Students who do not meet this requirement, but who excel in other areas, may be considered for Admission with Permission to Continue;
- A personal statement of applicable experiences, specific research interests that align with faculty member(s) who the applicant would like to work with, and career goals;
- Evidence of adequate fit within 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 complete doctoral work in the program. At least one letter of recommendation must come from a faculty member; and
- An interview with select PhD Program Faculty and the PhD Program Coordinator.

Meeting the requirements above does not guarantee admission into the program. Applicants who are accepted into the PhD program must pursue their programs as main campus students until they graduate with a PhD degree.

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
Courses may include the following:	
HHE 626 Adv Biostatistics in Hlth	

HHE 627	Multivariate Meth in Hlth	
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 two additional graduation requirements: a comprehensive examination and dissertation.

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. 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. 23).

Doctoral Plan of Study Requirement

Early in the graduate program, each student must confer with their Faculty Advisor 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 by the PhD Program coordinator and submitted to the Graduate School. The department submits the PhD Plan of Study through the UA DocuSign system in myBama. *Employees only may access these forms under the Employee tab in myBama.* The completed Plan of Study shows the Graduate School which courses the student has taken and which remaining courses will be taken to fulfill the degree requirements. The Plan of Study form does not allow the student/program to show in which order the courses were or will be taken. All doctoral students must have a completed Plan of Study approved by the Graduate School. Otherwise, a "hold" may be placed on future registrations.

Such credit must be identified clearly on the draft Outline of PhD Program (Plan of Study), which requires Health Science Department and Graduate School approval. All students must forward their completed Outline of PhD Program (Plan of Study) draft to the Ph.D. Program Coordinator for processing. The Ph.D. Program Coordinator will route the completed and signed Plan of Study to the Graduate School. A minimum of 48 hours of graduate coursework must be listed, including transfer credit if applicable. A Transfer Credit Evaluation Form must be submitted to the Graduate School. A minimum of 18 hours of continuous dissertation research (699) is required. 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 through the UA DocuSign system in myBama. Any changes to the Plan of Study need to be resubmitted and on file with the Graduate School. If there is a course on a doctoral student's Plan of Study that they do not take, then the student will be denied Admission to Candidacy for the Doctoral Degree.

Comprehensive Exams

The PhD Program Coordinator conducts the comprehensive examination in conjunction with a committee of PhD program faculty. One purpose 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. Therefore, a student may take the written examination only twice. Failing the examination twice results in dismissal from the degree program and the Graduate School. The comprehensive exam is offered on the first Thursday of the Fall semester and the last Thursday of the Spring semester each year. This exam should be prepared for by individual study expanding on the content covered in the four core courses listed below:

- **HHE 604:** Doctoral Seminar;
- **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; 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 their core course requirements. Two weeks prior to the exam, each student will receive a list of scenarios describing health problems and intended audiences; students will select one option to focus on during their 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 program.**

Students who receive a grade of INCOMPLETE will be asked to schedule a meeting with the PhD Program Coordinator to discuss their results. After this meeting, the student will have one week to revise their answers in a "take-home" format. The revised version will be distributed to graduate faculty graders to determine if it is a PASS or FAIL (i.e., a second score of 79 or less). If the student's revised exam fails, the student will have one more opportunity to re-take the comprehensive exam at a subsequent regularly scheduled examination testing date.

Failed comprehensive examinations can only be retaken once. A student who fails their comprehensive exam must re-take the exam at the next regularly scheduled comprehensive examination testing date. 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 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 coursework as listed on the approved program of study; 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. 23).

Dissertation Requirements

Prospectus Document

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. 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 dissertation credit must be completed.

A prospectus (6-8 doubled-spaced pages, with one-inch margins and 12-point font) is written by the student that describes the plan for the dissertation (e.g., brief background, potential theory, sample, methods, etc.). After the pre-proposal is written and approved by the Dissertation Chair, the student shares the form with prospective committee members to assess their interest and willingness to serve on the project. After the committee has been composed, the Dissertation Chair is required to set a **pre-proposal meeting to discuss the student's dissertation idea further, ensure everyone is on the same page about what will potentially be done, and provide guidance and direction as needed.** This meeting helps the student avoid writing the dissertation proposal (the first 3

chapters of the traditional dissertation – it will look different for article-style dissertations) without meeting with the committee and getting their early, important feedback about its direction. The Dissertation Chair must email the PhD Program Coordinator following the meeting to report the outcome (i.e., prospectus approved OR prospectus not approved). If the prospectus is not approved by all committee members during the first pre-proposal meeting, then another pre-proposal meeting must be scheduled for a later date. Doctoral students will not be admitted into candidacy until all of their committee members have approved their dissertation prospectus during this required meeting.

Prospectus Outline

The prospectus should be of sufficient length to provide a scholarly outline of the proposed research. A length of 6-8 doubled-spaced pages, with one-inch margins and 12-point font, would be appropriate in most situations. The prospectus is a presentation of the intended research.

Traditional Dissertation Format for Prospectus

I. Abstract

A brief (200 to 300 words) presentation of the background and rationale for the proposed research, including a brief presentation of the methods and study population.

II. Background and Significance

Brief background description and literature relevant to the research problem. The significance of the study and the research problems should be stated.

III. Literature Review

Include relevant literature published to date on the research topic, including statistics with subsections when needed. Include the theoretical basis or framework for the proposed and a strong rationale for why the theory/model was selected among various alternatives. List definitions and explanations of terminology when needed.

IV. Hypothesis and/or Research Question(s)

One central research hypothesis would usually be suitable with potentially one or more secondary hypotheses. When appropriate, research questions might be presented in place of hypotheses.

V. Methods and Materials

As appropriate, include basic research design, subjects or participants, limitations of the research, sampling plan, pilot testing, laboratory techniques, reagents, instruments, data collection procedures, evaluation theory and/or strategy, statistical analysis, tentative plan of analysis, power calculations, timeline, delineation of research variables, the test of validity and reliability of data collection instruments.

Article-Style Dissertation Format for Prospectus

1. **Description of the problem to be examined and how it is related to previous theoretical and empirical literature in the area.** Include all relevant literature published to date on the research topic, including statistics with subsections when needed. Include the theoretical basis or framework for the proposed and a strong rationale for why the theory/model was selected among various alternatives. You may also include the background and significance and literature review. A list of references should be included that reflects a thorough review of the extant literature. This section should lead to the formation of the research questions that form the basis of the papers to be included in the written dissertation.

2. **Description of the individual papers (at least 2) that will form the core of the written dissertation, including for each:**

- Research questions and, if appropriate, hypotheses can also be stated
- Research design and methods that will be utilized
- Expected problems and limitations can be included as appropriate
- Sources of data
- Time schedule (can be tentative)

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.

Please click [HERE](#) to link to the Graduate Academic Activities to set up or change your dissertation committee. Please click [HERE](#) for **instructions** on initiating the committee formation process. 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 committees are formed in the Graduate Academic Activities page.

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 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 Jenny Goddard (jgoddard@ches.ua.edu) 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 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.
- *Other PhD Students* – 1 electronic copy (delivered by email) as a PDF file.
- *Other Department Faculty* (on request) – 1 electronic copy (by email) as a PDF 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. After the successful proposal, the Dissertation Committee Acceptance Form must be completed and submitted to the UA grad school.

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. Refer to the following documents contained in this policy guide: *Guidelines for 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 available to 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 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 in A Student Guide to Preparing Electronic Theses and Dissertations, 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 a number of journal-style manuscripts or articles. At UA, the official minimum number of manuscripts in the article-style dissertation is two (2). Students considering the article-style approach should contact the Graduate School before beginning their work if they have questions concerning specific problems 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 by clicking Template in the ETD website's index of topics)
- 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 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 Jenny Goddard (jgoddard@ches.ua.edu) 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 in A Student Guide to Preparing Electronic Theses and Dissertations.

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. Consult the ETD website for 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 must be completed and submitted to the UA Graduate School once a student has passed their dissertation defense.

After the successful defense, the Dissertation 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 to acknowledge that the defense has taken place and the outcome of the defense, but the Dissertation Committee Acceptance Form for Electronic Dissertation would be held 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. 23).

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 two research or other scholarly activities; 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).

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 (e.g., SOPHE, APHA).

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.nchec.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.nchec.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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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. 765) 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 Doctor of Education (EdD) requires a minimum of two years of graduate study beyond the master's degree for the completion of the EdD program. The student is required to complete 60 semester hours in approved graduate coursework research beyond the master's degree, or 90 semester hours of approved graduate courses, and to defend a dissertation. The student must complete a minimum of 12 hours of dissertation research. In the College of Education (p. 488) section of the Graduate Catalog, there are specific regulations governing the EdD 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. 356) section of the Graduate Catalog.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) (p. 730) 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.

Transfer of Credit

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 if approved by the department and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

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.

There are two options for possible transfer of graduate credit at the doctoral level.

1. All doctoral programs: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from another institution if the credit was in-field and was earned during the six-year period (18 fall, spring and

summer semesters) preceding the semester of admission to the UA doctoral program. Revalidation (recertification) of credits more than 18 semesters old at the time of admission to a doctoral program is not an option. Only courses in which a student earned a "B" grade or better may be transferred. Under this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School.

2. PhD Programs Only: A student holding an earned, in-field master's degree may request approval for up to 24 hours of credit to be applied to the PhD. 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 PhD degree. When exercising this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School. The requested transfer credit hours must be listed on the PhD Plan of Study as MSC501 under the transfer credit section. If the in-field master's degree was awarded *more than six years prior to admission to the current doctoral degree program*, the graduate program director or department head/chair must also submit to the Graduate School for evaluation, a Field-Related Employment Since Earning Master's Degree form with the student's CV must be submitted by the department through the UA DocuSign system in myBama. In addition, the department is asked to provide the following, attached to the approved Plan of Study :
 - a. An annotated work history from the student. This history should include job titles and major duties for all positions since earning a master's degree.
 - b. A brief paragraph from the corresponding faculty member, attesting that he/she has reviewed the work history and how that work applies to the current Ph.D. degree program.

The Graduate School will make the final determination about whether up to 24 prior master's hours can be applied to the Ph.D. requirements.

PhD awarding departments that want to participate in offering Option 2 to their doctoral students, need to "opt in" by informing the graduate dean in writing that they wish to be among the approved departments.

Consideration of transfer of credit or the acceptance of an earned master's degree as credit toward a PhD program is subject to a final decision by the Graduate School. In either case the student must ensure that the Graduate School has an official transcript of all credit involved. This will ensure that the student and advisor are fully aware of course hours needed when submitting the required Plan of Study, which must be submitted by the time the student completes 30 hours of transfer plus UA coursework. Planning to transfer courses in the final semester typically will delay graduation.

Please note that some departments allow fewer than 24 hours of graduate transfer credit. Be sure to check with your department's graduate coordinator regarding your department's transfer policy. Dissertation Research (699) may not be transferred in from an outside institution.

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).

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.

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

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.

The PhD, DMA, and DSW Plans of Study are submitted by the department through the UA DocuSign system in myBama. The Plan of Study for other doctoral programs (Ed.D., DNP) are available from the student's department, college, or school. 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.

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 through the UA DocuSign system in myBama.

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 may enroll 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 may be formed early in the dissertation research process, or shortly before the dissertation proposal is approved. It is expected that the committee will be formed and approved 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. Click here for instructions on the process of establishing the committee.

The committee must consist of at least five members. 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.

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; 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 instructor, assistant professor, associate professor, or professor).

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 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 in A Student Guide to Preparing Electronic Theses and Dissertations, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email gradschool@ua.edu 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.

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.

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
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By 11:59pm on the Final Grade Entry Day for the student's penultimate semester (date published in the University Academic Calendar#)	0
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After the Final Grade Entry Day for the student's penultimate semester (date published in the University Academic Calendar#)	1
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*"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

The dissertation defense is the culminating experience in the doctoral program. The Dissertation Chair and the student will coordinate with all committee members to choose a time, date, and location for the dissertation defense. 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 regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

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. For a defense to be successful, the majority of the committee must approve the dissertation and the defense.

The results of the dissertation defense must be reported to the Office of the Graduate School by submitting the Committee Acceptance Form at least six weeks before the Fall/Spring commencement, or five weeks before the Summer commencement, at which the degree is to be conferred. The Committee Acceptance Form, submitted by the department through the UA DocuSign system and found in myBama, confirms that a majority of the dissertation committee has approved the written dissertation and oral defense.

Any changes made to the manuscript after the defense must be approved by the Dissertation Chair. The student must submit the final dissertation to the Graduate School, and 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 Dissertation Submission and Approval

Following a successful dissertation defense (see "Dissertation Defense" for details), any edits agreed upon during the defense must be incorporated into the manuscript, and the Dissertation 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 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.

The dissertation, in its final form, must be received in the Graduate School within 60 days of the dissertation defense. If this deadline is not met, the Dissertation Chair may require the candidate to schedule a second dissertation defense. Note that this 60-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's homepage. Consult the Graduate School's dissertation site for additional details of the electronic submission process, including information on exactly what needs to be submitted to the Graduate School. At the stage of the Graduate School review of the manuscript, additional revisions may be required, to ensure that the final manuscript conforms to all formatting

and editing standards. The graduate dean must approve the dissertation before the student can be cleared for graduation.

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.

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 education and promotion, program planning, implementation, and evaluation. Students are prepared to practice in community medical care and work-site settings. The degree may be pursued under Plan I (thesis) or Plan II (nonthesis).

Admissions

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- At least 3 letters of recommendation.
 - Applicants should seek out 3 recommenders who are familiar with their skills and abilities.
 - It is not ideal to have letters written by family or friends.
 - Applicants should reach out to the Health Studies MA Program Director if more guidance is needed on selecting recommenders.
 - Quality letters of recommendation are typically at least one page in length.
- A Résumé or Curriculum Vita (CV)
- A Statement of Purpose that details:
 - Interests in the field of 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 12 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.
- 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 12 hours of electives and a culminating experience to complete the degree requirements.

Code and Title	Hours
Required Courses	
HES 509 Research Methods	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
Elective Courses - Select 4	
HHE 521 Basic Epidemiology	
HHE 584 Worksite Hlth Promo Programs	
HHE 526 Biostatistics	
HHE 586 Environmental Health Promotion	
HHE 587 Health Disparities	
HHE 588 Sex Ed: Theory & Practice	
HHE 589 Women and Health	
HHE 590 Cert Hlth Ed Specialist Study	
HHE 596 Independent Study	
Completion of the 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. 18).*

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. As of Fall 2022, students will have two options to complete the culminating experience. Students must confirm their culminating experience

requirement during the semester they are enrolled in their final required course.

Option 1 – Comprehensive Exam

The Comprehensive Exam is the default option for all MA in Health Studies students. Students in the program will be expected to complete the Comprehensive Exam unless they opt into Option 2: CHES Exam. The Comprehensive Exam is based on the 6 required courses. Students must earn a B or higher in all 6 required courses to attempt the Comprehensive Exam. Comprehensive Exam details will be shared with students as the semester in which they are scheduled to attempt the Comprehensive Exam approaches.

The Comprehensive Exam must be taken in the semester immediately after the final required course is completed and passed. The Comprehensive Exam is offered in Fall (September), Spring (February), and Summer (June). Students taking the Comprehensive Exam will be notified of the Comprehensive Exam timeframe at least one month before the Comprehensive Exam is to be offered in the semester in which they are taking it. Each Comprehensive Exam is reviewed by two graduate faculty members who use a rubric for scoring. A copy of the rubric and Comprehensive Exam scoring details are provided to students on the day their Comprehensive Exam is scheduled to begin.

Option 2 – Certified Health Education Specialist (CHES) Exam

The CHES Exam is offered by the National Center 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 same concepts and domains as the Comprehensive Exam.

The CHES Exam is administered twice a year during (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 who opt to take the CHES Exam as their culminating experience must 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.

Students who opt into taking the CHES Exam as their culminating experience must complete and pass the exam in order to have the exam count as the culminating experience. Students must submit evidence of their passing grade to the MA Program Coordinator before the deadline set for their semester of graduation.

Students who attempt the exam and do not pass the exam must then attempt and pass the Comprehensive Exam in order to fulfill the culminating experience. The MA Program Coordinator will provide advising and updated deadlines to students who are in this situation.

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. 18). 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. 206).

Academic Grievances Information

The MA in Health Studies program adheres to the academic grievance procedures (p. 219) as outlined by the Graduate School.

Scholastic Requirements

The MA in Health Studies program adheres to the scholastic requirements (p. 204) 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.

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 a *regionally* 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 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.

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.

Article Style vs. Journal Format for Master's Theses

Article Style.

At the doctoral level, "article-style dissertations" are unified works that include several distinct but related studies of research or creative activity, each of which is of publishable quality. The University does not permit an "article-style thesis" to be presented for a master's degree.

Journal Format.

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. 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 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. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The thesis must comply with the regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

"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, department chairperson, and graduate dean. A majority of the thesis committee must approve the written thesis and defense before submission to the Graduate School. Following the thesis defense, the Committee Acceptance Form is submitted by the thesis chair through the UA DocuSign system in myBama.

Graduate School deadlines, including each semester's thesis deadline, are available at the Graduate School's homepage. Consult the ETD website 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.

Comprehensive Examinations

In addition to the regular course examinations, a final comprehensive examination representing a "culminating" or "capstone" experience for a degree is required of all candidates for the master's degree (except for those candidates pursuing the Master of Accountancy, the Master of Business Administration, the Master of Library and Information Studies, the Master of Social Work, and the Master of Tax Accounting). The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Each department, with approval of the Graduate Council, determines the most appropriate format. The various exams 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 course requiring interpretation and integration of information from previous courses;
- a research paper, a "policy and practice" paper, or equivalent experience;
- a public performance or exhibition along with a contextualizing paper; and/or
- a practicum or internship.

If the comprehensive exam requirement is met with option 1 and/or 2 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. The final report is submitted by the department through the UA DocuSign system in myBama. The form should be submitted when all examinations are completed. 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.

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.

Department of Human Development and Family Studies

Human Development and Family Studies, MS (p. 705)

Department Head

- Robert D. Laird

Professor

- Hernandez-Reif, Maria

Associate Professors

- Burns-Nader, Sherwood
- Scofield, Jason
- Totenhagen, Casey
- Witte, Tricia

Assistant Professors

- Banse, Holland
- Berryhill, Blake
- Blitch, Kimberly
- Casper, Deborah
- Downs, Karly
- Gajos, Jamie
- Komara, Cecile
- Love, Heather
- Weymouth, Bridget

Professors Emeriti

- Hudson, Carmen
- Curtner-Smith, Mary Elizabeth
- Enders, Linda
- Jesse, Peggy
- Ladewick, Becky
- Stinnett, Nancy
- Stinnett, Nick
- Strickland, Martha

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](#)

Faculty**Department Head**

Robert D. Laird

Professor

Hernandez-Reif, Maria

Associate Professors

Burns-Nader, Sherwood

Scofield, Jason

Totenhagen, Casey

Witte, Tricia

Assistant Professors

Banse, Holland

Berryhill, Blake

Blitch, Kimberly

Casper, Deborah

Downs, Karly

Gajos, Jamie

Komara, Cecile

Love, Heather

Weymouth, Bridget

Professors Emeriti

Hudson, Carmen

Curtner-Smith, Mary Elizabeth

Enders, Linda

Jesse, Peggy

Ladewick, Becky

Stinnett, Nancy

Stinnett, Nick

Strickland, Martha

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.

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). Specialists 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

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.

Concentrations

Students may complete the HDFS M.S. with no concentration, a concentration in Child Life, or with a concentration in Marriage and Family Therapy. 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.

HDFS M.S. with No Concentration

The HDFS M.S. with no concentration prepares students for advanced employment and leadership roles and/or for admission to PhD programs.

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 which prepares students to take the licensure examination leading to Clinical Membership in the American Association for Marriage and Family Therapy. 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 Marriage and Family Therapy	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

Concentration in Child Life

The concentration in Child Life prepares students to take the Child Life Professional Certification Exam to become a Certified Child Life Specialist. In addition to the 12 credit hour program core, students pursuing the Child Life concentration will complete 24 credit hours.

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. 18)

Accelerated Masters Program

Graduate School information on the Accelerated Masters Program (p. 13).

Comprehensive Examination/Capstone

Students must complete a thesis, PILOT, or comprehensive exam. 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.

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.

Plan I - Thesis Process Requirements

Students must complete a thesis, PILOT, or comprehensive exam. 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 (PILOT)

Students must complete a thesis, PILOT, or comprehensive exam. Students may be able to complete 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.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 18).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Graduate School information on Graduate School Deadlines.

Application for Graduation Information

Graduate School information on the Application for Graduation (p. 18).

Department of Human Nutrition and Hospitality Management

Hospitality Management, MS (p. 709)

Human Nutrition, MS (p. 711)

Human Nutrition, PhD (p. 715)

Chair

- Kristi Crowe-White

Professor

- Ken Wright

Associate Professors

- Crowe-White, Kristi
- Ellis, Amy
- Knol, Linda
- Lawrence, Jeannine
- Molaison, Elaine
- Severt, Kimberly

Assistant Professors

- Azrad, Maria
- Boyle, Kimberly
- Chen, Hsiangting "Shatina"
- Douglas, Joy
- Lewis, Melvin
- Hylton, Tiffany
- Jung, Seung Eun
- Kim, Haemi
- Kong, Lingyan
- Niu, Alvin
- Park, Han-A
- Shin, Yeon Ho
- Stran, Kimberly
- Tan, Libo

Instructors

- Blakey, Carla
- Blumenthal, Jason
- Bridgewater, Diane
- DeSalvo, Denise
- Greene, Lori
- McMahon, Shannon
- Milstead, Morgan
- Reynolds, Lesley

University Club

- Dean, Angelique
- Stroud, Matthew

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.

RHM521 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.

RHM551 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.

[View All Courses](#)

Faculty**Chair**

Kristi Crowe-White

Professor

Ken Wright

Associate Professors

Crowe-White, Kristi

Ellis, Amy

Knol, Linda

Lawrence, Jeannine

Molaison, Elaine

Severt, Kimberly

Assistant Professors

Azrad, Maria

Boyle, Kimberly

Chen, Hsiangting "Shatina"

Douglas, Joy

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Hylton, Tiffany

Jung, Seung Eun

Kim, Haemi

Kong, Lingyan

Niu, Alvin

Park, Han-A

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Reynolds, Lesley

University Club

Dean, Angelique

Stroud, Matthew

Hospitality Management, MS

The Hospitality Management, MS degree 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
RHM 521	Hospitality Law and Risk Management	3
RHM 570	Leaders Mgt Hospitality Indust	3
RHM 575	Sport Hosp Financial Mgmt	3
RHM 576	Strat Mgt in Hosp & Tourism	3
RHM 580 or RHM 592	Consumer Behavior in HM Special Topics in RHM	3
RHM 596	Seminar Hospitality Management	3
HES 509	Research Methods	3
RHM 599	Thesis Research	6
Select 1 course from the list of approved electives.		3

Total Hours **30**

Non-Thesis Requirements		Hours
RHM 521	Hospitality Law and Risk Management	3
RHM 570	Leaders Mgt Hospitality Indust	3
RHM 575	Sport Hosp Financial Mgmt	3
RHM 576	Strat Mgt in Hosp & Tourism	3
RHM 580 or RHM 592	Consumer Behavior in HM Special Topics in RHM	3
RHM 596	Seminar Hospitality Management	3
HES 509	Research Methods	3
Select 3 courses from the list of approved electives.		9

Comprehensive Exam

Total Hours **30**

Approved Electives		Hours
RHM 500	Sport Mgt Principles&Practice	3
RHM 551	Sport Properties and Venue Mgt	3
RHM 552	Issues in Sports Business Mgt.	3
RHM 555	Sport Sales & Entrepreneurship	3
RHM 559	Intl. Strategies in Sports	3
RHM 560	Sport Business Mgt. Fellowship	3
RHM 561	Sports Marketing, Sales, & PR	3
RHM 593	Special Problems in Sports Mgt	3
CSM 515	Customer Service 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. 204).

Accelerated Master's Program Information

The Hospitality Management program has an approved AMP program through the Graduate School. Undergraduate students in the Hospitality Management program may apply the semester they will earn 91 credit hours with a GPA of 3.3. AMP students can take up to 15 credit hours in graduate courses. If you are interested in the AMP program, please schedule a meeting with the program director.

Graduate School information on the AMP Program (p. 13).

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 1 - Thesis Process

A 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 RHM 599 Thesis Research. 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

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 during 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 (p. 18).

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 Leave of Absence (p. 206).

Academic Grievances

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 18).

Sport Hospitality Concentration

Thesis Requirements		Hours
RHM 521	Hospitality Law and Risk Management	3
RHM 575	Sport Hosp Financial Mgmt	3
HES 509	Research Methods	3
RHM 551	Sport Properties and Venue Mgt	3
RHM 555	Sport Sales & Entrepreneurship	3
RHM 559	Intl. Strategies in Sports	3
RHM 561	Sports Marketing, Sales, & PR	3
Elective (select one of the following or from the approved list of electives above)		3
RHM 560	Sport Business Mgt. Fellowship	3
RHM 593	Special Problems in Sports Mgt	3
RHM 552	Issues in Sports Business Mgt.	3
RHM 599	Thesis Research	6
Total Hours		39

Non-Thesis Requirements		Hours
RHM 521	Hospitality Law and Risk Management	3
RHM 575	Sport Hosp Financial Mgmt	3
HES 509	Research Methods	3
RHM 561	Sports Marketing, Sales, & PR	3
RHM 555	Sport Sales & Entrepreneurship	3
RHM 559	Intl. Strategies in Sports	3
RHM 560	Sport Business Mgt. Fellowship	3
RHM 551	Sport Properties and Venue Mgt	3
RHM 593	Special Problems in Sports Mgt	3
RHM 552	Issues in Sports Business Mgt.	3
Total Hours		30

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, stimulates independent thought, and provides up-to-date knowledge in food and nutrition. Applicants can choose to pursue the major without a concentration or can select 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 but can be completed by a dietetic intern or student with a bachelor's degree in nutrition or another discipline who has met the listed prerequisites.

Campus Options

The master's degree is available on campus or through distance education. The degree requirements are the same, regardless of where it is completed.

Application Deadline

Applications are accepted on a continual basis.

Additional Information

Direct additional questions to the Director of the Master's Program in Human Nutrition, Dr. Tiffany Hylton at tmhylton@ches.ua.edu or 205-348-6973.

Students earning the Master of Science (MS) degree with a major in Human Nutrition must complete all University, College, and Departmental degree requirements. These include the following requirements to total a minimum of 30 applicable semester hours.

Admission Requirements to the MS in Human Nutrition

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Resume
- Three letters of recommendation (at least two should come from academic references)
- 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	
CH 105 Introductory Org Chem	
BSC 215 Human Anatomy & Physiology I	
BSC 216 Human Anatomy & Physiology II	
NHM 101 Intro Human Nutrition	
NHM 201 Nutrition In Life Cycle	
NHM 340 Community Nutrition	
NHM 361 Nutritional Biochemistry	
NHM 363 Applied Nutrition	
NHM 372 Intro Food Service Mgt	

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 their 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. The required course work will differ by track/concentration. Students consider taking NHM 509 (Research Methods in Nutrition) and CHS 525 (Biostatistics) early in the program.

To complete the MS in Human Nutrition, students will need to complete the required 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 culminating project or exam entitled the Capstone Experience. 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.

Graduate students may develop their own plan of study unless they are coordinating their master's degree in Human Nutrition with a DPD verification statement for the MS + DPD program. Students should consult their advisor for a specific plan of study that includes both graduate and undergraduate courses. When selecting graduate electives, students should seek advice from their advisor. Some courses require a pre-requisite undergraduate course while others do not.

Note: The following pertains to the Generalist Track only. Additional information about the Clinical and Community Concentrations may be found below, near the end of the page.

Human Nutrition, MS - No Concentration (Generalist Track)		Hours
Major Requirements		
NHM 561	Adv. Vitamins and Minerals	3
NHM 562	Metabolism of Energy Nutrients	3
NHM 555 or NHM 567	Maternal and Infant Nutrition Nutr Support Criticl III	3
Core Requirements		
NHM 509 or HES 509	Research Methods in Nutrition Research Methods	3
POPH 522	Biostatistics	3
Elective Requirements (5 total courses, 3 must be from NHM courses)*		15
NHM 550	Advanced Community Nutrition I	
NHM 551	Adv. Community Nutrition II	
NHM 556	Child and Adolescent Nutrition	
NHM 557	Childhood Obesity	
NHM 558	Nutr Prev Trtmt Chron Disease	
NHM 568	Nutrition for the Older Adult	
POPH 623	Advanced Epidemiology	
CSM 537	Developing The Leader Within	
HHE 515	Adv Foundation Health Promot	
NUR 510	Basic Conc Teaching Diabetes	
NHM 599	Thesis Research	
NHM 598	Non-Thesis Research	

Additional elective course options available upon approval of Advisor.

Total Hours **30**

Footnotes

* Students have the option to complete a thesis or non-thesis research project or a comprehensive exam for their Capstone Experience. If selecting the thesis option, a minimum of 6 hours of NHM599 - Thesis Research must be taken. If they chose the exam path then, rather than having 3-6 thesis/non-thesis research hours, 15 hours total would be required in elective courses with a minimum of 3 courses being from NHM-designated courses.

Clinical Nutrition Concentration**Human Nutrition, MS - Clinical Nutrition Concentration****Core Requirements**

	Hours
POPH 522 Biostatistics	3
NHM 509 or Research Methods in Nutrition	3
HES 509 Research Methods	
NHM 561 Adv. Vitamins and Minerals	3
NHM 562 Metabolism of Energy Nutrients	3

Clinical Requirements

NHM 567 Nutr Support Criticl Ill	3
NHM 568 Nutrition for the Older Adult	3
NHM 557 or Childhood Obesity	3
NHM 558 Nutr Prev Trtmt Chron Disease	

NHM Clinical Elective

NHM 530 Advanced Nutrition Counseling	3
NHM 550 Advanced Community Nutrition I	3
NHM 555 Maternal and Infant Nutrition	3
NHM 625 Nutritional Epidemiology	3

Additional elective course options available upon approval of Advisor

Additional Electives

POPH 623 Advanced Epidemiology	3
CSM 537 Developing The Leader Within	3
HHE 515 Adv Foundation Health Promot	3
NUR 510 Basic Conc Teaching Diabetes	3

Additional elective course options available upon approval of Advisor

Total Hours**33****Community Nutrition Concentration****Human Nutrition, MS - Community Nutrition Concentration****Core Requirements**

	Hours
POPH 522 Biostatistics	3
NHM 509 or Research Methods in Nutrition	3
HES 509 Research Methods	
NHM 555 Maternal and Infant Nutrition	3
NHM 557 or Childhood Obesity	3
NHM 558 Nutr Prev Trtmt Chron Disease	

Community Requirements

NHM 625 or Nutritional Epidemiology	3
POPH 623 Advanced Epidemiology	
NHM 550 Advanced Community Nutrition I	3
NHM 551 Adv. Community Nutrition II	3
NHM 556 Child and Adolescent Nutrition	3

NHM Elective**3**

NHM 530	Advanced Nutrition Counseling	3
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NHM 561	Adv. Vitamins and Minerals	3
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NHM 568	Nutrition for the Older Adult	3
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NHM 625	Nutritional Epidemiology	3
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Additional elective course options available upon approval of Advisor

Additional Electives

POPH 623	Advanced Epidemiology	3
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CSM 537	Developing The Leader Within	3
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HHE 515	Adv Foundation Health Promot	3
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NUR 510	Basic Conc Teaching Diabetes	3
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Additional elective course options available upon approval of Advisor

Total Hours**30****Transfer Requirements**

MS students can 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

Current Food and Nutrition undergraduate students with a 3.3 or higher GPA, 90 or more hours of undergraduate course credit, and who have completed the required prerequisite courses are eligible to apply for the Accelerated Master's Program (AMP). AMP allows undergraduate students to simultaneously count up to 15 hours of graduate coursework toward both the undergraduate and graduate degrees.

Prerequisites courses:

- CH 104 Intro to Chemistry
- CH 105 Intro to Organic Chemistry
- BSC 215 Human Anatomy and Physiology I
- BSC 216 Human Anatomy and Physiology II
- NHM 101 Intro to Human Nutrition
- NHM 201 Nutrition in the Life Cycle
- NHM 340 Community Nutrition
- NHM 361 Nutritional Biochemistry
- NHM 363 Applied Nutrition
- NHM 372 Intro to Food Service Management

More information may be found on the Graduate School's catalog page.

Capstone Experience

All students must complete a Capstone Experience toward the end of their degree program. The Capstone Experience is a culminating project (thesis or non-thesis research project) or comprehensive exam that integrates prior learning. Main campus students can select either the thesis option (Plan I) or one of the non-thesis options (Plan II). Distance learning students may select from the available options in the non-thesis track (Plan II). Students need to contact their graduate advisor,

and convey their decision regarding their Capstone Experience at least two semesters prior to the semester they wish to graduate. Students selecting the thesis track need to contact their advisor earlier.

Plan I - Thesis Option:

Students interested in a thesis track 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."

Students completing a thesis should ensure that they can meet the Graduate School's deadlines for students.

Plan II - Non-Thesis Option:

Students, who select the non-thesis option, will complete either a non-thesis research project (NHM 598) or the comprehensive exam. The majority of students prefer the comprehensive exams.

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 and graduate. The course is worth 3 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.

Comprehensive Exam Option:

The master's program in Human Nutrition requires students who do not complete a thesis (6 hours of NHM 599) or a non-thesis research project (3 hours of NHM 598) to pass a written comprehensive exam prior to graduation. The comprehensive examination is a culminating experience in which the student is expected to integrate prior learning. Students must inform the master's program Director of their intent to complete the comprehensive exam at least 1 semester prior to taking the exam. The comprehensive exam is taken in the student's last semester. The material covered in the exam will vary depending on the track the student selected. Students must be enrolled in at least one hour of graduate coursework in the semester they take the comprehensive exam. Students do not enroll in a comprehensive exam course. Students taking the exams will receive a study guide for the exam early in the semester they plan to take the exam. **This is typically the best option for distance learners**, as coordinating research projects by distance is difficult.

The master's comprehensive will be administered three times per year: once each fall, spring, and summer semester. The exact dates will be specified in the comprehensive exam guide. This exam guide will be provided to each student prior to the start of their final semester.

The exam will be divided into 3 parts.

- Students following the Generalist Track will answer questions from the following courses:
 - a. General Research Methods
 - b. Maternal and Infant Nutrition *OR* Clinical Applications
 - c. Nutrient Metabolism
- Students following the Clinical Concentration will complete:
 - a. General Research Methods
 - b. Nutrient Metabolism
 - c. Clinical Applications
- Students following the Community Concentration will complete:
 - a. General Research Methods
 - b. Community Nutrition
 - c. Maternal and Infant Nutrition

Students should independently prepare for the master's comprehensive exam. Students may not solicit any advice or request an instructor provide further details regarding any question on the exam. The best answers are those in which the student demonstrates in-depth understanding of the topic. To do so, students should incorporate course material and scientific literature into the foundation of each answer. Sufficient justification for each answer will be expected. Insufficient depth or detail or incorrect content will not result in a passing grade.

Evaluation

Two NHM graduate faculty members will independently read and evaluate the answers to each exam section. A four point scale will be used to record each evaluation of student responses (1=Emerging, 2=Progressing, 3=Proficient, 4=Mastery). Students must earn Proficient or Mastery on each section to pass. If a student fails 1 of the 3 parts (earning Emerging or Progressing), they may retake that part of the exam during the current semester. Students who fail 2 or more parts of the exam must wait until the following semester to retake the exam. The student must also register for another course during the semester they retake the comprehensive exam.

Notification of Passing/Failing

The master's program Director will email each student the results of the examination within 3-4 weeks after the end of the exam period.

Retake Policy

Only 1 retake is allowed. All retakes are proctored. 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.

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 and Hospitality 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 thesis/dissertation committee members 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. Students should be familiar with the guidelines outlined in this handbook as well as those listed within the graduate catalog.

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 will have mandatory onboarding/orientation requirements.
- Failure to complete required activities and/or assignments may impact program progression and 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 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.
- 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 should 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 the instructor's introduction to the course, syllabus, and any additional materials.
- 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. 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. Some graduate level courses may require specific undergraduate pre-requisite courses.
- 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.

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.

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.

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. 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) and may work with faculty members in this process. Students may also address other non-academic problems that have impeded their progress.

While on academic warning, the student is not eligible to apply for candidacy for a degree or hold a Graduate Assistantship. 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.

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 and Hospitality 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. This includes, but is not limited to, adhering to The University of Alabama's Academic Misconduct Policy.

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.

Scholastic Requirements

Students must earn a B or better in a required course. Students earning a C or lower in a required 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 must have been completed with grades of "A" or "B" at The University of Alabama. In applying this 75 percent rule, a maximum of 6 hours of thesis research may be counted, if appropriate.

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

Information may be found on the Graduate School's catalog page.

Human Nutrition, Ph.D.

The PhD in human nutrition is a three-year, 74-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 mid-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 at <http://www.nhm.ches.ua.edu/phd-in-human-nutrition.html>

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 a Master's degree prior to beginning the Doctoral program and maintained a graduate GPA ≥ 3.5 , their application will be considered without the need to submit a GRE score.
 - Students who have previously completed a Master's degree prior to beginning the Doctoral program with a graduate GPA of 3.3-3.49 may be considered for admission providing they also have a GRE score of ≥ 300 . Upon admission, these students would need to receive permission to continue after the successful completion of 12 graduate hours.
 - Students with a Bachelor's degree will need to submit GRE scores. Minimum requirement for admission is a ≥ 300 on the GRE.
- 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 561 Adv. Vitamins and Minerals, and NHM 562 Metabolism of Energy Nutrients. 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 72 graduate hours, including 21 hours of nutrition core classes, 12 hours of statistics, 17 hours of nutrition electives including up to 12 hours of non-dissertation research, and 24 hours of dissertation research.

To complete the PhD in Human Nutrition, students will need to complete the required courses, obtain at least 72 credit hours (including non-dissertation and 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 635	Adv Prac. in Post Sec. Diet Ed	3
NHM 601	Contemp Research Nutrition Sci	3
NHM 602	Methods Integrat Nutr Assess	3
NHM 603	Nutrition Intervention	3
NHM 691	Grant Writing Nutrition Res	3
NHM 695	Interpret Nutrition Research	3
NHM 625	Nutritional Epidemiology	3
NHM 648	Secondary Analysis Survey Data	3
Statistics Elective (600 Level)		12
Research Hours		
NHM 699	Dissertation Research	24
Nutrition Electives		12
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	Crit Anal Trans Nutr Res	
NHM 610	Nutr. and Health Disparities	
NHM 611	Nutritional Neuroscience	
NHM 698	Non-Dissertation Research	

Total Hours

72

Transfer Credit

With the approval of the student's PhD Advisor and the Dean of the Graduate School, up to 24 of the required course hours may be transferred from another institution. 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

All doctoral students must have a completed Outline of Ph.D. Program (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.

For more information, see the Plan of Study section of this catalog. (p. 23)

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 required core nutrition courses, 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 five core courses: NHM 601 Contemp Research Nutrition Sci, NHM 602 Methods Integrat Nutr Assess, NHM 603 Nutrition Intervention, NHM 625 Nutritional Epidemiology, 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, student will:

- Select a chair (or 2 co-chairs) as primary mentor(s) (see information on advisory committees),
- Select a total 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 Continuous Dissertation Registration section of this catalog. (p. 23)

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, skype, 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 assistantship from the department. Please review your offer letter, if applicable.

See Dissertation section of this catalog. (p. 23)

Time Limits for Degree Completion Requirements

See Time Limits section of this catalog. (p. 23)

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:

- Presentation of research at a national or international meeting or submission of an abstract for a presentation.
 - Submission of a research proposal for funding external to the University.
 - Any honor or award reflecting outstanding achievement.
 - 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:
 - Presentation of research at a national or international meeting or submission of an abstract for a presentation.
 - Submission of a research proposal for funding external to the University.
 - Any honor or award reflecting outstanding achievement.
 - 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:
 - Stated goals and objectives for the semester,
 - Satisfactory research progress commensurate with time in the program,
 - Completion of all research tasks in an ethical manner, or
 - 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. 6)

Withdrawals and Leave of Absence Information

See Withdrawals and Leave of Absence policy section of this catalog. (p. 206)

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.

Scholastic Requirements

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 Scholastic Requirements section of this catalog. (p. 204)

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.

Human Environmental Sciences, MS

The Master of Science in Human Environmental Sciences 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. Areas of focus within this degree program include:

- Clothing and Textiles
- Conflict Resolution (stand-alone graduate certificate is also available)
- Consumer Quality Management
- Human Environmental Sciences

Admissions

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Students in the MSHES 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, Special Problems in Consumer Affairs; 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 which support the student's professional development goals and for which the student has completed the appropriate prerequisites.

Student will complete degree requirements following Plan II (non-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 MSHES Graduate Students		Hours
HES 509	Research Methods	3
HES 590 or CSM 590 or CTD 590	Special Problems in HES Spec Prob Consmr Affairs Spec Prob Clothing	3 to 6
Graduate Courses within the College		21 to 24

Transfer Credit

Graduate School information on Transfer Credit (p. 18).

Comprehensive Exam/Capstone Project

Students in the MSHES degree program complete a Capstone Project during their final term through enrollment in the Special Topics 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 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. 18).

Student Progress Requirements

Graduate School information on Student Progress (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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

Faculty

Chair

Leaver-Dunn, Deidre

Assistant Professors

Burcher, Sarah

Goins, Justin

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), and Nurse Administrators
- RN to BSN with a pathway to the MSN program (Nurse Administrator Concentration only)
- 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. 742)
 - Doctor of Nursing Practice, DNP (p. 730)
 - Joint Nursing Science, PhD (p. 737)
- Certificate Programs
 - Family Nurse Practitioner (p. 735)
 - Psychiatric Mental Health Nurse Practitioner (p. 746)

Nursing Courses

NUR500 Population Health

Hours 3

The purpose of this required core MSN course is to prepare students to evaluate health care needs at the population level with a particular focus on rural and medically underserved populations. An epidemiological approach will be utilized to explore relevant population based topics.

Prerequisite(s): Admission into MSN Program

NUR503 Nursing Informatics in Healthcare

Hours 3

This required course focuses on the ethical management of data, information, knowledge, and technology to communicate and deliver safe quality healthcare within and across various healthcare settings. This course incorporates the concepts of nursing science, computer science and information science with information technology tools commonly found in practice. Students are introduced to the nursing informatics specialty and the use of technology to augment nursing care delivery and patient safety.

NUR505 Advanced Health Assessment

Hours 3

This course will assist the graduate nursing student to further develop health assessment skills for obtaining and recording a systematic health history as well as advanced holistic health assessment of individuals across the life span.

NUR507 Organizational & Systems Leadership

W

Hours 3

The purpose of this required core MSN course is to prepare future nurse leaders for organizational and systems leadership in healthcare as it relates to producing quality patient outcomes in a safe and efficient manner. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of a BSN student will not earn a passing grade, no matter how well the student performs in other areas of the course.

Writing

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

NUR513 Special Topics

Hours 1-4

This course focuses on selected MSN topics under the sponsorship of a nursing faculty member with relevant expertise.

NUR514 Research and Evidence-Based Practice

Hours 3

The purpose of this required core MSN course is to prepare students to evaluate research methods, designs, instruments, research ethics, and statistics used in health research. The course will also provide students with models for evidence-based practice design and translation and quality improvement. Students will formulate clinical questions, identify, evaluate and critically appraise evidence, and translate the evidence into practice environments for safe, quality care.

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

Hours 1-4

*No description available***NUR518 Social Media for Healthcare**

Hours 3

This elective course focuses on the use of social media programs and applications within the healthcare setting. This course will equip healthcare providers with the knowledge and skills needed to effectively use social media within their professional settings. Students will be introduced to social media literacy, social media software, and health 2.0. Also, students will discuss guidelines related to social media use within the healthcare setting.

NUR519 Health Policy & Finance

Hours 3

The purpose of this required core MSN course is to introduce the student to relevant health care and governmental policies, regulatory standards, and financial management concepts to develop an understanding of how healthcare delivery systems are organized, financed, and most importantly, influence the delivery of patient care.

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.

Prerequisite(s): Admission to MSN Program

NUR528 Sleep: How Much is Enough

Hours 3

Sleep is a basic physiologic requirement of all beings. Therefore, we can all benefit from learning about what sleep is, why it is important in our lives, and how it can be influenced (positively and negatively). This elective course will challenge students to explore the impact sleep patterns have on human physical and emotional health, behaviors, and performance abilities.

NUR529 Advanced Pathophysiology

Hours 3

This course will explore the biologic basis of disease at the cellular, organ and system level with an emphasis on applications for health professionals. It is a required course in the MSN curriculum of the Capstone College of Nursing and may be taken as an elective by graduate biology majors with an interest in health professions based on space available.

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

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.

Prerequisite(s): Co-requisite: NUR 550

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.

Prerequisite(s): Co-requisite: NUR 549

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.

Prerequisite(s): Co-Requisites: NUR 552

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.

Prerequisite(s): Co-Requisites: NUR 551

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.

Prerequisite(s): Co-Requisites: NUR 554

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.

Prerequisite(s): Co-Requisites: NUR 553

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 529 - with a grade of B or better

NUR569 Family Nurse Practitioner I

Hours 3

This course provides a theoretical and evidenced based foundation for advanced practice as a Family Nurse Practitioner (FNP). The focus is on identifying and managing common acute, episodic and multiple chronic conditions in the adult client. Health promotion and disease prevention strategies for the adult population are emphasized.

Prerequisite(s): NUR 505, NUR 529, NUR 521, NUR 567; Corequisite: NUR 570 With grade of B or better

NUR570 Family Nurse Practitioner Clinical I

Hours 3

This course provides an initial clinical experience for advanced practice as a Family Nurse Practitioner (FNP). The focus is on identifying and managing common acute, episodic and multiple chronic conditions based on current evidence. Health promotion and disease prevention strategies for the adult population are emphasized. FNP role responsibilities are demonstrated, within primary care settings, in order to meet the health care needs for diverse adult populations. Students must complete 180 clinical hours working with adults.

Prerequisite(s): NUR 567 Corequisite: NUR 569 with a grade of B or better

NUR571 Family Nurse Practitioner II

Hours 3

This course provides a theoretical and evidence-based foundation for advanced practice as a Family Nurse Practitioner (FNP). The focus is on identifying and managing common acute, episodic and multiple chronic conditions in both the Pediatric and Women's Health populations. Health promotion and disease prevention strategies for the Pediatric and Women's Health populations are emphasized.

Prerequisite(s): NUR 569, NUR 570; Corequisite: NUR 572

NUR572 Family Nurse Practitioner Clinical II

Hours 3

This course provides evidence-based clinical experiences for advanced practice as a Family Nurse Practitioner (FNP). The course focuses on identifying and managing common acute, episodic and multiple chronic conditions in both the Pediatric and Women's Health populations. Health promotion and disease prevention strategies for the specific populations are emphasized. FNP role responsibilities are demonstrated, within primary care settings, in order to meet the health care needs for diverse patient populations. Students must complete 180 clinical hours working with Pediatrics and Women's Health clients.

Prerequisite(s): NUR 569, NUR 570; Corequisite: NUR 571

NUR573 Family Nurse Practitioner III

Hours 3

This course provides a culmination of common health conditions and strategies for incorporating evidence-based practice for advanced practice as a Family Nurse Practitioner (FNP). The course focus is on identifying and managing common acute, episodic and chronic conditions across the lifespan and within a variety of vulnerable populations. As with the prior FNP courses, there will be a continued emphasis on health promotion and disease prevention in primary care populations. Strategies for FNP certification preparedness and extended role responsibilities will be explored.

Prerequisite(s): NUR 571, NUR 572; Corequisite: NUR 574

NUR574 Family Nurse Practitioner Clinical III

Hours 3

This course will provide the Family Nurse Practitioner (FNP) student with the opportunity to completely immerse in an autonomous advanced practice nursing role. Students will diagnose, manage, and treat common acute, episodic and chronic conditions across the lifespan, while maintaining an emphasis on health promotion and disease prevention. FNP students will engage in interdisciplinary collaboration for providing competent and evidence-based for all patients, including vulnerable populations, seeking care in primary care settings. There are 180 clinical hours needed for course completion.

Prerequisite(s): NUR 571, NUR 572 Corequisite: NUR 573

NUR591 Psychiatric Mental Health Nurse Practitioner Roles and Issues

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 with a grade of B or better

NUR593 Psychiatric Mental Health Nurse Practitioner I

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 591; Corequisite: NUR 594

NUR594 Psychiatric Mental Health Nurse Practitioner Clinical I

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 591 Corequisite: NUR 593

NUR595 Psychiatric Mental Health Nurse Practitioner II

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 593, NUR 594; Corequisite: NUR 596

NUR596 Psychiatric Mental Health Nurse Practitioner Clinical II

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; Corequisite: NUR 595

NUR597 Psychiatric Mental Health Nurse Practitioner III

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 595, NUR 596; Corequisite: NUR 598

NUR598 Psychiatric Mental Health Nurse Practitioner Clinical III

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 595, NUR 596 Corequisite: NUR 597

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.

NUR620 Curriculum Theory & Practice

Hours 3

This is primarily an online, web-based course. It 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

NUR621 Nurse Educator Practicum

Hours 4

This is an elective course for nurse educator students who have limited teaching experience or graduate nursing students who desire additional direct experience. The two didactic credits and two clinical credits (120 contact/clock hours) in this practicum provide opportunities to become embedded as a faculty member for one semester. Students implement classroom and clinical teaching and evaluation strategies grounded in education theory and evidence-based practice, and are devised for differing learner needs to produce desired learning outcomes. Students explore the scholarship of education and develop or refine a research trajectory. Then relate that trajectory to life-long professional development and targeted faculty, community, and professional service.

Prerequisite(s): NUR 531, NUR 532

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 Management and 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.

Prerequisite(s): Admission to DNP Program

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): Admission to DNP Program

NUR713 Special Topics

Hours 1-4

This course focuses on selected DNP topics under the sponsorship of a graduate nursing faculty member with relevant expertise.

NUR717 DNP Independent Study - Special Topics

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.

NUR729 Evidence-Based Practice 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.

Prerequisite(s) with concurrency: NUR 701

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.

Prerequisite(s): NUR 700

Prerequisite(s) with concurrency: NUR 700

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 for the Doctor of Nursing Practice program prepares the student to implement specialty population-based disease prevention and health promotion activities to achieve national and international goals of improving worldwide health status. The course focuses on a spectrum of issues affecting health, which include emerging infectious diseases, emergency preparedness, disparities in health and healthcare services, and the impact of behavior and lifestyle choices on health.

NUR737 Interdisciplinary Leadership and Role Development for Practice Excellence

Hours 3

This required course in the Doctor of Nursing Practice program 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.

NUR740 Health Policy & Politics: Implications in Health Care

Hours 3

This required course in the Doctor of Nursing Practice program 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 health care 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.

Prerequisite(s): NUR 729

NUR743 Evidence Based Practice 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.

Prerequisite(s): NUR 701 NUR 729

Prerequisite(s) with concurrency: NUR 742

NUR744 Curriculum and Evaluation Concepts

Hours 3

This course focuses on concepts important to nursing program curriculum development and evaluation. The course will introduce the learner to various curriculum-related concepts including higher education organizational structure, published curriculum guidelines, policy development and adoption, and accreditation. This course will also focus on evidence-based methods for program, course, and student evaluation.

Prerequisite(s): Students must be participants in the Nurse Faculty Loan Program

NUR745 Teaching Strategies for Clinical Learning

Hours 3

This course will assist the graduate nursing student to examine teaching theory and strategies which may be applied to clinical instruction and problem solving. Course content will include basic principles of adult learning, and learning preferences as applied to teaching multigenerational learners. Strategies useful for clinical supervision and the importance of development of clinical learning sites are identified. The necessity of crafting clinical assignments in order to promote optimal learner outcomes is presented. Illustration of multiple uses of clinical simulation in order to improve team building, interdisciplinary collaboration, and clinical reasoning are depicted. The use of debriefing models to enhance clinical judgement in both simulation and clinical practice will be examined. Resources and technology for clinical teaching will be evaluated.

Prerequisite(s): Students must be participants in the Nurse Faculty Loan Program

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 701, NUR 729, NUR 742, NUR 743

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): NUR 701, NUR 729, NUR 742, NUR 743 A clinical facility contract and clinical advisor must be approved and in place prior to enrollment in this course.

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 700, NUR 701, NUR 729, NUR 731, NUR 742, NUR 743, NUR 795, NUR 796 A clinical facility contract and clinical advisor must be approved and in place prior to 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 701, NUR 729, NUR 742, NUR 743, NUR 795, NUR 796, NUR 797

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

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

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

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): Admission in the Joint Nursing Science PhD Program

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

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

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

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 Data Science and Emerging Technologies in Healthcare

Hours 3

The purpose of this course is to apply concepts associated with data analytic methods and the use of burgeoning technologies in healthcare. The course prepares the nurse scientist to engage with other researchers in the areas of data analytics, simulation, telehealth, and robotics. The appropriate integration of health care technologies to support nursing research will be emphasized.

Prerequisite(s): Admission to Joint Nursing Science PhD Program

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 idea from concept to product following a research and development (R&D) process. The course prepares the nurse 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

[View All Courses](#)

Faculty**Dean**

Suzanne S. Prevost, PhD, RN, FAAN

Senior Associate Dean

Michele Montgomery, PhD, MPH, RN

Associate Dean

Pat Carter, PhD, RN, CNS

Coordinator of Graduate Student Services

Vickie L. Samuel

Academic Services Coordinator

Christina Horen

Program Assistant

Kelli Smith

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 Administration, Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), or dual nurse Psychiatric Mental Health and Family Nurse Practitioner. **The BSN to DNP pathway for Nurse**

Practitioner concentrations is currently available to Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Texas, and Virginia residents only.

The MSN to DNP pathway admits those with a minimum of a Master's in Nursing or Bachelor's in Nursing in Nursing or another 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 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 1080-1620 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.**

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. **Currently only residents of Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Texas and Virginia are eligible for admission to the BSN to DNP pathway.**

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 of Study - Psychiatric Mental Health and Family Nurse Practitioner Focused Areas of Study

Code and Title	Hours	
NUR 505	Advanced Health Assessment	3
NUR 521	Advanced Pharmacology	3
NUR 529	Advanced Pathophysiology	3
NUR 567	FNP Role & Issues	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	PMHNP Roles and Issues	3
NUR 593	PMHNP I	3
NUR 594	PMHNP Clinical I	3
NUR 595	PMHNP II	3
NUR 596	PMHNP II Clinical	3
NUR 597	PMHNP III	3
NUR 598	PMHNP Clinical III	3
NUR 700	Clinical Data Mgt & Analysis	3
NUR 701	Writing for Publication	3
NUR 729	EBP Design and Translation *	3
NUR 731	Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing *	3
NUR 733	Informatics APN *	3
NUR 735	Population Health in Advanced Practice Nursing *	3
NUR 737	Interdisciplinary Leadership and Role Development for Practice Excellence *	3
NUR 740	Health Policy & Politics: Implications in Health Care *	3
NUR 742	Project Evaluation and Methods	3
NUR 743	EBP Strategies	3
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
Total Hours		91

Footnotes

* Counts toward MSN and DNP

** Only eligible in the last 3 semester of coursework NUR 796, NUR 797, NUR 798 must be in sequence. NUR 795 may be taken with NUR 796 or NUR 797.

BSN to DNP Program of Study - Family Nurse Practitioner Focused Areas of Study

Code and Title	Hours	
NUR 505	Advanced Health Assessment	3
NUR 521	Advanced Pharmacology	3

NUR 529	Advanced Pathophysiology	3
NUR 567	FNP Role & Issues	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 700	Clinical Data Mgt & Analysis	3
NUR 701	Writing for Publication	3
NUR 729	EBP Design and Translation *	3
NUR 731	Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing *	3
NUR 733	Informatics APN *	3
NUR 735	Population Health in Advanced Practice Nursing *	3
NUR 737	Interdisciplinary Leadership and Role Development for Practice Excellence *	3
NUR 740	Health Policy & Politics: Implications in Health Care *	3
NUR 742	Project Evaluation and Methods	3
NUR 743	EBP Strategies	3
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
Total Hours		70

Footnotes

* Course counts toward MSN and DNP

** Only eligible in the last 3 semester of coursework NUR 796, NUR 797, NUR 798 must be in sequence. NUR 795 may be taken with NUR 796 or NUR 797.

BSN to DNP Program of Study - Psychiatric Mental Health Nurse Practitioner Focused Areas of Study

Code and Title	Hours	
NUR 505	Advanced Health Assessment	3
NUR 521	Advanced Pharmacology	3
NUR 529	Advanced Pathophysiology	3
NUR 591	PMHNP Roles and Issues	3
NUR 593	PMHNP I	3
NUR 594	PMHNP Clinical I	3
NUR 595	PMHNP II	3
NUR 596	PMHNP II Clinical	3
NUR 597	PMHNP III	3
NUR 598	PMHNP Clinical III	3
NUR 700	Clinical Data Mgt & Analysis	3
NUR 701	Writing for Publication	3
NUR 729	EBP Design and Translation *	3
NUR 731	Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing *	3
NUR 733	Informatics APN *	3
NUR 735	Population Health in Advanced Practice Nursing *	3

NUR 737	Interdisciplinary Leadership and Role Development for Practice Excellence *	3
NUR 740	Health Policy & Politics: Implications in Health Care *	3
NUR 742	Project Evaluation and Methods	3
NUR 743	EBP Strategies	3
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
Total Hours		70

Footnotes

* Course counts toward MSN and DNP

** Only eligible in the last 3 semester of coursework NUR 796, NUR 797, NUR 798 must be in sequence. NUR 795 may be taken with NUR 796 or NUR 797.

BSN to DNP Program of Study - Nurse Administrator

Code and Title	Hours	
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 700	Clinical Data Mgt & Analysis	3
NUR 701	Writing for Publication	3
NUR 729	EBP Design and Translation *	3
NUR 731	Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing *	3
NUR 733	Informatics APN *	3
NUR 735	Population Health in Advanced Practice Nursing *	3
NUR 737	Interdisciplinary Leadership and Role Development for Practice Excellence *	3
NUR 740	Health Policy & Politics: Implications in Health Care *	3
NUR 742	Project Evaluation and Methods	3
NUR 743	EBP Strategies	3
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
Total Hours		58

Footnotes

* Courses count toward MSN and DNP

** Only eligible in the last 3 semester of coursework NUR 796, NUR 797, NUR 798 must be in sequence. NUR 795 may be taken with NUR 796 or NUR 797.

Post-Master's to Doctor of Nursing Practice Pathway (MSN to DNP)

Code and Title	Hours
NUR 700 Clinical Data Mgt & Analysis	3
NUR 701 Writing for Publication	3
NUR 729 EBP Design and Translation	3
NUR 731 Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing	3
NUR 733 Informatics APN	3
NUR 735 Population Health in Advanced Practice Nursing	3
NUR 737 Interdisciplinary Leadership and Role Development for Practice Excellence	3
NUR 740 Health Policy & Politics: Implications in Health Care	3
NUR 742 Project Evaluation and Methods	3
NUR 743 EBP Strategies	3
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
Total Hours	40

Footnotes

* Only eligible in the last 3 semester of coursework NUR 796, NUR 797, 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. 23).

Doctoral Plan of Study Requirement

Graduate School information on the Doctoral Plan of Study (p. 23).

Clinical Hours

A minimum of 1000 post-baccalaureate practice hours are required for completion of the DNP degree. Students who do not have sufficient clinical hours will be required to complete additional clinical hours as determined by the Assistant Dean of the Graduate Programs prior to the beginning of DNP courses. In such cases, 60 clinical hours are the equivalent of 1 semester credit hour.

Graduate Student Clinical Placements

1. The Capstone College of Nursing (CCN) will initiate a Letter of Agreement (LOA) or 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 either a CAA (along with a Letter of Notification [LON]) or LOA has been executed. (Nurse Practitioner students must have a CAA with LON. The LOA cannot be used.)
3. Faculty are responsible for sending written notification to the student that he/she is approved to begin the clinical experience.

Banking of Clinical Hours for the Doctor of Nursing Practice Student

The purpose of this policy is to outline the requirements for allowing Doctor of Nursing Practice students to utilize clinical hours from one

semester to the next for the DNP Project. "Banking" refers to the ability to accrue clinical hours during the time period between semesters and credit those hours toward their cumulative clinical hours or required hours in the term following the break between semesters. The policy only applies to the DNP Practice courses. All Nurse Practitioner clinical courses are excluded from this policy. The following requirements must be met to bank clinical hours:

1. Students will follow the policy for approval of clinical sites.
2. Students must be enrolled in the upcoming and applicable DNP project clinical course to bank clinical hours.
3. The student must successfully complete the applicable clinical course that following semester in order for the banked clinical hours to be applied.
4. The student must be an active student and in good standing (overall average GPA of 3.0) to progress.
5. All prior semester course work must be completed, and all Incompletes satisfied.
6. The assigned instructor for the upcoming and applicable course MUST approve in writing any requests for banking before the last day of the prior term.
7. Clinical hours must be entered in Typhon and verified by the DNP clinical advisor and approved by the DNP faculty advisor.

Admission to Candidacy Requirements

The Coordinator of Graduate Student Services will initiate the Admission to Candidacy when core coursework is completed.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 23).

Student Progression Requirement

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 Doctor of Nursing Practice 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 DNP project
- Successful completion of the required coursework and DNP project hours
- Recorded participation in DNP orientation
- Attendance at one (1) DNP Intensive during the DNP Project courses (last three semesters of the program)
- BSN to DNP students are required to attend the NP Clinical Intensive during the concentration unique clinical courses

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.

- Students accepted to the graduate nursing programs are required to pass a background screen and have a negative drug screen.
- 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.
- 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.
- Initial acceptance to graduate nursing courses will be withdrawn for students who have a positive drug screen.
- 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.
- 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.
- 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 prior to removal of 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 and DNP programs must upload the following into the document management system:

- Completion of BLS Provider (must be valid and updated prior to expiration as long as you are attending).
- Completion of program on OSHA Standards.
- Advanced Practice Certification (if applicable and must be valid or updated as long as attending).
- Proof of Health Insurance.
- Graduate Nursing Student Health & Physical Exam Form signed by Certified Registered Nurse Practitioner (CRNP), DO, or MD.
- 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.
- Signed HIPAA statement (see Graduate Student Handbook).

All graduate students (e.g., MSN, DNP, EdD, and PhD) must upload the following into the document management system:

- Current unencumbered RN licensure for state of legal residence.

Annually, students continuing in the MSN and DNP programs must:

- 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.
 - 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.
 - 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.
- 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.
- 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.
- Upload into the document management system a signed HIPAA statement (see Graduate Student Handbook)

Annually, all graduate students, EXCEPT EdD 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

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.**

Hepatitis B injections 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. The usual time period for the 3 injections is designated as 1 month between the first and

second injections, and at least two months between the second and third injections.

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.

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.

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

Family Nurse Practitioner Certificate

Currently, only Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Texas, and Virginia residents are eligible for the Nurse Practitioner certificate.

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.

Currently, only residents of Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Texas, and Virginia are eligible for the Nurse Practitioner certificate.

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

Post-Graduate Certificate: Family Nurse Practitioner Sample Program of Study		Hours
NUR 567	FNP Role & Issues	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
Total Hours		21

The student's transcripts will be assessed for the following courses.

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. 18).

Time Limits for Degree Completion

Graduate School information on Time Limits (p. 18).

Clinical Hours

Clinical hours are completed under the supervision of advanced practice providers specific to each specialty concentration (FNP, PMHNP, or NA)

Graduate Student Clinical Placements

1. The Capstone College of Nursing (CCN) will initiate a Letter of Agreement (LOA) or 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 either a CAA (along with a Letter

of Notification [LON]) or LOA has been executed. (Nurse Practitioner students must have a CAA with LON. The LOA cannot be used.)

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.

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 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

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comply with updating required documents will result in a registration hold or an administrative block to course access.

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4. Proof of Health Insurance.
5. Graduate Nursing Student Health & Physical Exam Form signed by 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. Signed HIPAA statement (see Graduate Student Handbook).

All graduate students (e.g., MSN, DNP, EdD, and PhD) 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 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.
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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.

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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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Graduate School Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 18).

Nursing Science, Ph.D.

The PhD is a research doctorate in Nursing Science which prepares graduates to meet the critical need for nurse scientists, nursing faculty, and administrators in academic and health care settings. The program prepares graduates for scholarly roles by advancing their knowledge of theory and policy and increasing their skills in research methods. Graduates of the program focus on improving the health of individuals and communities through nursing science. Graduates will be equipped with the knowledge and skills necessary to conduct research that changes lives through improving patient outcomes and reducing health disparities.

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:

- An application to the Joint Ph.D. Graduate Program Apply onlineOpens 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 (with GRE scores, transcripts, etc.) must be completed by March 1 if enrollment in the program is desired for that summer. Applicants must register for courses within two (2) 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 in the Summer each year they are in the program for an intensive experience. **This is a mandatory intensive experience and all students are expected to attend.**

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	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 776	Advanced Research Methods (Cognate)	3
NUS 799	Dissertation Hours	1 to 12
NUS 799	Dissertation Hours	1 to 12
Cognates		
NUS 780	Introduction to Omics	3
NUS 781	Omics in Nursing Research	3
NUS 782	Cur Devlp Prgrm Eval Nurse Edu	3
NUS 783	Inst Meth & Assess in Nur Edu	3
NUS 784	Data Sci Emerg Tech in Health	3
NUS 785	R&D of Innovative Hlthcar Tech	3
Transferred elective from prior master's degree program *		3

Transfer Credit

Students enrolled in the Joint Nursing Science PhD will have the following requirements:

1. Three, one-week residencies to be hosted on alternating campuses, in the summer semesters. All residencies will be attended by faculty from both campuses
 - a. The initial residency is orientation to the program and to the first courses. This provides an opportunity to meet faculty and access student resources such as library, writing centers and financial aid.
 - b. Residency 2 is designed to integrate cohorts into the study of nursing science and provides opportunities for social support among faculty and students.
 - c. At the conclusion of coursework, this residency provides students and faculty mentors the opportunity to finalize plans for implementing the dissertation. The student will present a dissertation proposal defense.
2. 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.

3. Final Dissertation Defense. At the conclusion of the 24 required dissertation hours, students will be required to present the findings and implications of their dissertation.

Graduate School information on Transfer Credit (p. 23).

Comprehensive Exams

Eligibility

- Completion of Ph.D. coursework with B or higher in all courses

Examination Schedule and Procedures*

- Students will be advised in Summer Intensive II about the comprehensive exam procedures and expectations.
- Written portion of the comprehensive exam will be sent to students the last week in April. Students will be given 2 weeks to complete the comprehensive exam. Written exam will be graded before the Summer Intensive III.
- 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 Intensive III 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. 23).

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. 23).

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.

For all students, detailed style guidelines for proposals and dissertations can be found at the following link <http://services.graduate.ua.edu/etd/>

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. Appropriate forms and links are located: UA <http://ovpred.ua.edu/research-compliance/institutional-review-board-irb/>. 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

For all students, detailed guidelines for dissertations can be found at the following link <http://services.graduate.ua.edu/etd/>.

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. Please refer to information at the following link <http://services.graduate.ua.edu/etd/manual/parts.html#dis> to see a description of the contents of the three main parts to a dissertation - the preliminary pages, the text, and the reference matter. 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 described at the following link http://services.graduate.ua.edu/etd/article_style.html where, 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 defensible. 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.etsadmin.com/main/home?siteId=176>.

Graduate School information on Degree Requirements (p. 23).

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 23).

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. 206).

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. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 23).

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 Administrator, 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

Nurse Practitioner Concentrations

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 Nurse Practitioner Concentrations are encouraged to contact the Coordinator of Graduate Student Services.

Currently, only residents of Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Texas, and Virginia are eligible for the Nurse Practitioner concentrations.

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.

Nurse Administrator Concentration

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 Nurse Administrator

concentrations are encouraged to contact the Coordinator 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: Currently, only baccalaureate-prepared registered nurses who are residents of Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Texas, and Virginia are eligible for admission to Nurse Practitioner (NP) concentrations.

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 two-day on-campus orientation and a virtual clinical orientation. Students are expected to secure their own 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

Code and Title	Hours
NUR 500 Population Health	3
NUR 503 Nursing Informatics Healthcare	3
NUR 505 Advanced Health Assessment	3
NUR 507 Org Systems Leadership	3
NUR 514 Research Evid-Based Practice	3
NUR 519 Health Policy & Finance	3
NUR 521 Advanced Pharmacology	3
NUR 529 Advanced Pathophysiology	3
NUR 567 FNP Role & Issues	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
Total Hours	45

Dual Psychiatric Mental Health and Family Nurse Practitioner

Code and Title	Hours
NUR 500 Population Health	3
NUR 503 Nursing Informatics Healthcare	3
NUR 505 Advanced Health Assessment	3
NUR 507 Org Systems Leadership	3
NUR 514 Research Evid-Based Practice	3
NUR 519 Health Policy & Finance	3
NUR 521 Advanced Pharmacology	3
NUR 529 Advanced Pathophysiology	3
NUR 567 FNP Role & Issues	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 PMHNP Roles and Issues	3
NUR 593 PMHNP I	3
NUR 594 PMHNP Clinical I	3
NUR 595 PMHNP II	3
NUR 596 PMHNP II Clinical	3
NUR 597 PMHNP III	3
NUR 598 PMHNP Clinical III	3
Total Hours	66

Psychiatric Mental Health Nurse Practitioner

Code and Title	Hours
NUR 500 Population Health	3
NUR 503 Nursing Informatics Healthcare	3
NUR 505 Advanced Health Assessment	3
NUR 507 Org Systems Leadership	3
NUR 514 Research Evid-Based Practice	3
NUR 519 Health Policy & Finance	3
NUR 521 Advanced Pharmacology	3
NUR 529 Advanced Pathophysiology	3
NUR 591 PMHNP Roles and Issues	3
NUR 593 PMHNP I	3
NUR 594 PMHNP Clinical I	3
NUR 595 PMHNP II	3
NUR 596 PMHNP II Clinical	3
NUR 597 PMHNP III	3
NUR 598 PMHNP Clinical III	3
Total Hours	45

Master's of Science in Nursing: Nurse Administrator

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

Administrator (NA) program incorporates the AACN MSN Essentials and the AONE Nurse Executive Competencies to provide a comprehensive educational experience for the student.

Nurse administrators 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 (NA) 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 administrators 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 NA 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 NA is offered as both full-time and part-time programs of study, with the part-time program being more suitable for working professionals. The NA program has a significant clinical/administrative 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 Administrator concentration can be completed in one - two years.

Nurse Administrator

Code and Title	Hours
NUR 500 Population Health	3
NUR 503 Nursing Informatics Healthcare	3
NUR 507 Org Systems Leadership	3
NUR 514 Research Evid-Based Practice	3
NUR 519 Health Policy & Finance	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
Total Hours	33

Transfer Requirements

Graduate School information on Transfer Credit. (p. 18)

Clinical Hours

Clinical hours are completed under the supervision of advanced practice providers specific to each specialty concentration (FNP, PMHNP, or NA)

Graduate Student Clinical Placements

1. The Capstone College of Nursing (CCN) will initiate a Letter of Agreement (LOA) or 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 either a CAA (along with a Letter of Notification [LON]) or LOA has been executed. (Nurse Practitioner students must have a CAA with LON. The LOA cannot be used.)
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.

Time Limits for Degree Completion Requirements

Graduate School information on Time Limits (p. 18).

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.

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. Upload into the document management system a signed HIPAA statement (see Graduate Student Handbook)

Annually, all graduate students, EXCEPT EdD 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

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.**

Hepatitis B injections 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. The usual time period for the 3 injections is designated as 1 month between the first and second injections, and at least two months between the second and third injections.

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.

Tetanus Vaccination

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 prior to removal of 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 and DNP 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 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 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. Signed HIPAA statement (see Graduate Student Handbook).

All graduate students (e.g., MSN, DNP, EdD, and PhD) 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 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

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.

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. 206)

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Graduate School Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation (p. 18).

RN/BSN Pathway to MSN (Phase Two)

Nurse Administrator		Hours
Summer 2		
NUR 503	Nursing Informatics in Healthcare	3
NUR 500	Population Health	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.

Psychiatric Mental Health Nurse Practitioner Certificate

Currently, only Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Texas, and Virginia residents are eligible for the Nurse Practitioner certificate.

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.

Currently, only residents of Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Texas, and Virginia are eligible for the Nurse Practitioner certificate.

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

Postgraduate Certificate: Psychiatric Mental Health Nurse Practitioner

Code and Title	Hours	
NUR 591	PMHNP Roles and Issues	3
NUR 593	PMHNP I	3
NUR 594	PMHNP Clinical I	3
NUR 595	PMHNP II	3
NUR 596	PMHNP II Clinical	3
NUR 597	PMHNP III	3
NUR 598	PMHNP Clinical III	3
Total Hours		21

The student's transcripts will be assessed for the following courses.

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. 18).

Clinical Hours

Clinical hours are completed under the supervision of advanced practice providers specific to each specialty concentration (FNP, PMHNP, or NA)

Graduate Student Clinical Placements

1. The Capstone College of Nursing (CCN) will initiate a Letter of Agreement (LOA) or 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 either a CAA (along with a Letter of Notification [LON]) or LOA has been executed. (Nurse Practitioner students must have a CAA with LON. The LOA cannot be used.)
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. 18).

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 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 prior to removal of 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 and DNP 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 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 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. Signed HIPAA statement (see Graduate Student Handbook).

All graduate students (e.g., MSN, DNP, EdD, and PhD) 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 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. Upload into the document management system a signed HIPAA statement (see Graduate Student Handbook)

Annually, all graduate students, EXCEPT EdD 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

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.

Hepatitis B injections 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. The usual time period for the 3 injections is designated as 1 month between the first and second injections, and at least two months between the second and third injections.

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.

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.

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Graduate School Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation (p. 18)

Information on the Application for Graduation (p. 18).

School of Social Work

Degree Programs

Social Work, MSW (p. 755)

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. 760)

The PhD program may be pursued concurrently with the MSW program.

Social Work, DSW (p. 750)

The School of Social Work offers a Doctor of Social Work program.

Students will have an opportunity to apply for field 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 Field Committee.

Most students have many questions about practicum. The Field Office 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 the Field Office.

Additional Available Field Placement Opportunities:

- Washington, D.C Program
- International Field 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](#)

Faculty

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Shah, Avani

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Traylor, Amy

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Bennett, Daniel Jr.

Carlson, Catherine

Cheatham, Leah

Davis, Curtis

Green, Sha-Rhonda

Jackson, M. Sebrena

Johnson, Karen

Lee, Lewis

Littleton, Tenesha

McKinney, Robert Jr.

Starks, Karen

Instructors

Lockhart, Angela

Payne, Nancy

Phelps, Carroll

Trosper, Peggy

Welker, Kathleen

Wilkes, Sherron

Professor Emeritus

Adams, James P. Jr.

Crow, Richard T.

Crunk, Phillip E.

Kaufman, Alan B.

Kosberg, Jordan I.

Associate Professor Emeritus

Bell, Roy F.

Assistant Professor Emeritus

Eure, Gerald K.

Sumrall, Raymond O.

Professor Emerita

Roff, Lucinda L.

Associate Professor Emerita

McClain, Shirley B.

Shelton, Sharon C.

Assistant Professor Emerita

Mueller, Thelma V.

Raymond, Ginny

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.

Curriculum

The DSW program can be completed in three years and consists of 45 credit hours of coursework. Students will choose a concentration in clinical or organizational leadership. The clinical concentration includes coursework in advanced practice theory and techniques, research methods and clinical supervision and practice. The organizational leadership concentration curriculum hones students' leadership and management skills for organizational and community settings. Both concentrations include courses on teaching social work.

DSW Program Concentration

The DSW Program has two concentrations that students may select from, based on their current and future social work interests. The **advanced clinical concentration** offers coursework on advance clinical theory and interventions, as well as advanced clinical supervision. The **organizational leadership concentration** offers coursework on advance administrative theory and interventions, as well as health and human service management. Students in both concentrations will have coursework on: social justice and advocacy for individuals, groups and larger populations; social work research and evaluation methodologies; policy related to health and human services; and social work education and pedagogy.

The DSW Program builds on a base of professional knowledge and practice in social work. Students are provided with in-depth study of practice, policy, and research methods; the design, development, and evaluation of interventions; data collection, management, and analysis; and writing for publication. In addition, students take substantive courses in theory and other topics and elective courses. As soon as students enter the program, they are assigned to a PhD/DSW faculty advisor for program planning and guidance.

Throughout the student's academic program, faculty members mentor students outside of the classroom setting, which may include research collaboration, co-authorship of manuscripts and conference presentations, networking at a variety of conferences. The UA DSW program is designed to fit the needs of social work practitioners from a variety of settings or field specialties.

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.

Advanced Clinical Concentration graduates 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.

Organizational Leadership Concentration graduates will be able to:

- Leverage evidence, 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 DSW Program has several goals:

- 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.

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

Specializations:

Students must complete a concentration in either Advanced Clinical Practice or Organizational Leadership.

Comprehensive Exams:

Upon completion of the first semester of the specialization coursework (2nd year), students will take comprehensive exams. The exams will cover either of the specialization focus areas (Advanced Clinical Practice OR Social Work Administration and Organizational Leadership). Exams will be offered during the fall semester.

Capstone Project:

All students will be required to complete a Capstone Project in order to fulfill graduation requirements for the DSW Degree. The Capstone Project will consist of three parts: 1) a proposal, 2) proposal defense and a 3) final project defense.

The Capstone Project Proposal

Students will start the Capstone Project Proposal in the fall semester of the second year in the Introduction to the Capstone Project Course (1 credit hour). Students will complete the Capstone Proposal in the Course in the Capstone Proposal Course (2 hours) during the summer of the second year. Students must successfully defend the Capstone Proposal in order to register for Capstone Project hours.

The Capstone Project

All students will be required to complete a Capstone Project in order to fulfill graduation requirements for the DSW Degree. Students must register for at least 9 Capstone Project Credit hours. Students must successfully defend the Capstone Project in order to fulfill the D.S.W. Degree requirements.

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
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Total Hours	45
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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
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Total Hours	45
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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. 23)

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, here: <https://socialwork.ua.edu/dsw/>

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, found here: <https://socialwork.ua.edu/dsw/> 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. 23).

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.

Time Limits for Degree Completion Requirements

Please refer to the Graduate School Policy.

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.

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.

Withdrawals and Leave of Absence Information

Please refer to the Graduate School policy.

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. 219).

Scholastic Requirements

Please refer to the Graduate School policy (p. 204).

Graduate School Deadlines Information

Please refer to the Graduate School information.

Application for Graduation Information

Please refer to the Graduate School policy (p. 23).

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Mueller, Thelma V.

Raymond, Ginny

Assistant professors emeritae

Shelton, Sharon C.

McClain, Shirley B.

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 including children, adolescents and their families or adults and their families.
- Advocate for vulnerable populations to include children, adolescents and their families or adults and their families.
- Engage in culturally competent advanced social work practice with children, adolescents and their families or adults and their families.
- Analyze, formulate, and influence organizational and government policies that influence children, adolescents and their families or adults and their families.
- Apply social work values and ethics to practice with children, adolescents and their families or adults and their families.

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 and provides a balanced, integrated approach that includes a professional foundation and a choice of concentrations. The professional foundation curriculum taken the first year consists of coursework in 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.
- Field 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 underpinning the foundation and the concentration year objectives:

- 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.

MSW Program Foundation Objectives

Foundation Year MSW students will demonstrate the ability to:

- Apply critical thinking skills within the context of professional social work practice.
- Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- Understand and interpret the history of the social work profession and its contemporary structures and issues.
- Apply the knowledge and skills of generalist social work perspective to practice with systems of all sizes.
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- Analyze, formulate, and influence social policies.
- Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
- Use communications skills differentially across client populations, colleagues, and communities.
- Use supervision and consultation appropriate to social work practice.
- Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Concentration Objectives

In professional social work intervention with children, youth, and their families, or adults and their families, students will demonstrate:

- The ability to effectively apply selected models and methods of advanced social work practice, consistent with social work values and ethics, with an emphasis in public and non-profit social services.
- The ability to use reflectively the theoretical approaches and knowledge bases underlying their practice with particular attention to the life course perspective.
- The ability to evaluate their own practice.
- The ability to analyze the impact of social welfare policies on clients and practice situations.
- The ability to practice in ways that are culturally and gender appropriate with low-income persons and with those who have experienced social and economic injustice.

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

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 Spring and Summer terms 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 Summer and Fall terms 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 typically offered in the spring or 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.

Note: The primarily online (distant learners) format requires face-to-face skills labs (2 in-person and 2 virtual sessions) held on selected Saturdays at regionally convenient locations in AL, GA, and MS.

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. 757)

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. 748) unique to the Capstone experience.

Advanced-Standing Program Curriculum - Master of Social Work (MSW) (p. 757)

Full-Time Curriculum - campus and distance learner (spring or 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

* course is taken with skills labs

Concentration Year

Concentration Year - Fall		Hours
SW 532 or	SW Pract w/Adults Mental Hlth *	3
SW 564	SW Prac Child Adol Ment Hlth	
SW 533 or	Mod/Meth Gerontologl SW Pract *	3

SW 565	SW Prac Child Welfare Fam Serv	
SW 525	Evaluation Research	3
SW Elective		3
SW Elective		3
Total Hours		15

* courses are taken with skills labs

- SW 532/533 both courses are taken in sequence with labs
- SW 564/565 both courses are taken in sequence with labs

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)

Full-Time Curriculum - campus and
distance learner (summer or fall start)

Foundation Year - Summer		Hours
SW 500	Social Welfare Policy	3
SW 510	Human Behav Social Envir I	3
Total Hours		6

Foundation Year - Fall		Hours
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		9

* course is taken with skills labs

Students that enter the program in the Fall semester, **SW 500 and SW 510**, will be added to the course load for a total of 15 hours instead of 9 hours.

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

* courses are taken with skills labs

Concentration Year		Hours
Concentration Year - Fall		
SW 532 or SW 564	SW Pract w/Adults Mental Hlth * SW Prac Child Adol Ment Hlth	3
SW 533 or SW 565	Mod/Meth Gerontologl SW Pract * SW Prac Child Welfare Fam Serv	3
SW Elective		3
SW Elective		3
SW 595	Field Education II-A	3
Total Hours		15

* courses are taken with skills labs

- SW 532/533 both courses are taken in sequence with labs
- SW 564/565 both courses are taken in sequence with labs

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. 757)

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 (spring or 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

* course is taken with skills labs

Concentration Year

Concentration Year - Fall		Hours
SW 532 or SW 564	SW Pract w/Adults Mental Hlth * SW Prac Child Adol Ment Hlth	3
SW 533 or SW 565	Mod/Meth Gerontologl SW Pract * SW Prac Child Welfare Fam Serv	3
SW 501	Soc Welfare Adv Pol Analysis	3
SW Elective		3

Total Hours 12

Spring

Spring		Hours
SW 595	Field Education II-A	9

UAB (MPH) Core Requirements that transfer to UA

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

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 (summer and 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 & Family *	3
SW 534	Integrative Seminar I-A	1
SW 590	Field Education I-A	3

Total Hours 15

* course is taken with skills labs

Foundation Year - Spring

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

* courses are with skills labs

Concentration Year

Concentration Year - Fall		Hours
SW 532 or SW 564	SW Pract w/Adults Mental Hlth * SW Prac Child Adol Ment Hlth	3
SW 533 or SW 565	Mod/Meth Gerontologl SW Pract * SW Prac Child Welfare Fam Serv	3
SW 595	Field Education II-A	3

Total Hours 9

* courses are taken with skills labs

• SW 532/533 both courses are taken in sequence with labs

• SW 564/565 both courses are taken in sequence with labs

Spring

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

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

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. 757) 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 And The Law	
LAW 635 Children's Rights	
LAW 655 Immigration Law	
LAW 665 Clinical Program	
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 Prctcm	

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. 18) 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. 18).

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. 219).

Scholastic Requirements

The School of Social Work follows the University-wide Scholastic Requirements. (p. 204)

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.

Faculty

Dean

Dr. Hatcher, Schnavia

Associate Deans

Dr. Cain, Daphne

Dr. Lee, Hee Yun

Program Directors

Curington, Allison

Jackson, M. Sebrena

Nelson-Gardell, Debra

Ruggiano, Nicole

Traylor, Amy

Field Education

Curington, Allison

Gibson, Kimberly

Smith, Shayla

Turner, Carrie

Professors

Cain, Daphne

Corcoran, Kevin

Csikai, Ellen

Lee, Hee Yun

Ruggiano, Nicole

Smith, Brenda

Associate professors

Alameda-Lawson, Tania

Albright, David

Hopson, Laura

Nelson-Gardell, Debra M.

Noh, Hyunjin

Shah, Avani

Simon, Cassandra E.

Traylor, Amy

Assistant professors

Bennett, Daniel Jr.

Carlson, Catherine

Cheatham, Leah

Davis, Curtis

Green, Sha-Rhonda

Jackson, M. Sebrena

Johnson, Karen

Littleton, Tenesha

Lee, Lewis

McKinney, Robert Jr.

Starks, Karen

Instructors

Payne, Nancy

Phelps, Carroll

Trosper, Peggy

Welker, Kathleen

Wilkes, Sherron

Professor Emeritus

Adams, James P. Jr.

Crow, Richard T.

Crunk, Phillip E.

Kaufman, Alan B.

Kosberg, Jordan I.

Associate Professor Emeritus

Eure, Gerald K.

Sumrall, Raymond O.

Assistant Professor Emeritus

Bell, Roy F.

Professor Emerita

Roff, Lucinda L.

Associate Professor Emerita

Mueller, Thelma V.

Raymond, Ginny

Assistant Professor Emerita

McClain, Shirley B.

Shelton, Sharon C.

Social Work, Ph.D.

PhD Program

The purpose of this program is to prepare social work scholars to advance social work knowledge. Coursework focuses on theory, research methods, and critical evaluation of social work policies and practice. In addition to coursework, students work with faculty members in research and/or teaching.

The PhD program builds on a base of professional knowledge and practice in social work. The program offers students the opportunity to develop a comprehensive understanding in a selected area of concentration and, through the dissertation, contribute to knowledge development in that area. Students take electives in an area of personal interest. Upon enrollment in the program, students are assigned to a PhD faculty advisor for program planning and guidance.

The program is notable among social work PhD programs for the range and depth of its research foundation courses and electives. Exceptional opportunities are available for students interested in research in health, mental health, aging, and child welfare. There are opportunities for international experiences as well as for collaboration with the Center for Mental Health and Aging, the Institute for Rural Health Research, the Institute for Social Science Research, and the Youth Services Institute,

other colleges and departments of the University; and with various units of The University of Alabama at Birmingham (UAB).

Time Limit

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 semester. 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.

Obtaining Information

Inquiries about the program and requests for application materials should be to: The University of Alabama School of Social Work, PhD Program Office, Box 870314, Tuscaloosa, AL 35487-0314; telephone 205-348-6528; bsmith2@sw.ua.edu.

Financial Aid

Financial aid is provided through graduate teaching and/or research assistantships, university fellowships, external dissertation grants and/or part-time employment.

Some additional scholarships are available from the School of Social Work including the Ben Avis Orcutt and Leslie J. Shellhase endowed scholarships, and the Social Work Board of Friends Summer Scholarships, which are administered by the PhD program. For more information on financial aid from other sources, visit the Financial Aid website.

Admissions

The School of Social Work determines eligibility for regular or "admission with permission to continue" admission primarily on the basis of previous academic records. 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, he or she should file all application materials as directed above. In addition to the materials required of all students, they should file a petition for exemption from one or more requirements with the social work PhD Program Director. The petition should state the specific requirement from which exemption is sought and 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 doctoral 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 exemption 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 **exceptional** individuals who hold, or are candidates for, bachelor's degrees who have very strong academic credentials and aptitude for academic 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 621	3
SW 620	3	SW 600	3
SW 627	3	SW 641 (from among program approved sequences)	3
SW 640	3	Statistics Course from among program approved sequences	3

Statistics Course from among program approved sequences	3		
	13		12
Second Year			
Fall	Hours	Spring	Hours
SW 623		3 SW 628	3
SW 605		3 SW 648 (or elective)	3
SW 648 (or elective)		3 Elective	3
Research Elective: SW 622 and/or SW 629 OR Elective		3	
	12		9
Third Year			
Fall	Hours	Spring	Hours
SW 699		1-15 SW 699	1-15
Remaining coursework			
	1-15		1-15
Total Hours: 48-76			

Transfer Credit

Graduate School information on Transfer Credit.

Doctoral Plan of Study Requirement

The Social Work PhD Program requires 49 hours of coursework. Specific requirements are as follows:

- Thirty-four semester hours of core social work courses, including a one-credit professional seminar, five courses in substantive areas and six courses in research methodology.
- Nine semester hours in an elective 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 24 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.

Graduate School information on the Doctoral Plan of Study (p. 23).

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 consecutive 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. For each response they grade, graders will submit a grade of "pass," "fail," or "pass with distinction." 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.

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, practice, and research. "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. 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. 23).

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. 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 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.

When dissertations are rejected, it is usually because there are errors in the preparation and inclusion of the preliminary pages. Please make time to review the sample preliminary pages on the Graduate School ETD website.

Dissertation Committee

After the student passes the Comprehensive Examination, he or she 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 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 report the composition of

the Dissertation Committee, the student should prepare an Appointment/Change of Dissertation Committee form.

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.

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

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 Scholastic Requirements (p. 204).

Graduate School Deadlines Information

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.

Faculty

Ph.D. Program Director

Debra Nelson-Gardell

Interdisciplinary Programs

Interdisciplinary Studies (p. 765)

Materials Science (MTLS) (p. 771)

Interdisciplinary Studies

- Majors
 - Interdisciplinary Studies, MA (p. 766)
 - Interdisciplinary Studies, MS (p. 768)
 - Interdisciplinary Studies, PhD (p. 769)
 -

Coordinator

- Dr. Andrew Goodliffe

Associate dean

- Dr. Andrew Goodliffe

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. 217) page in this catalog for more details.

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

IDGR605 Graduate Internship

Hours 4.5

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.

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.

Faculty

Coordinator

Dr. Andrew Goodliffe

Associate dean

Dr. Andrew Goodliffe

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. A Statement of Purpose: applicants who propose to combine two or more academic disciplines should outline their goals and rationales in a statement of purpose and submit with the application. Applicants should ensure that they demonstrate coherence among the different disciplines, in terms of the individual's overall personal and professional goals, as well as how those disciplines will be blended in the final thesis/project/dissertation. This is where applicants will discuss their professional/academic preparation, their reason for choosing The University of Alabama, their research goals (as appropriate) and their intended future career path. The Graduate School expects applicant goals to include classwork from two to three academic departments/programs.

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 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. 18).

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. 18).

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.

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

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. A Statement of Purpose: applicants who propose to combine two or more academic disciplines should outline their goals and rationales in a statement of purpose and submit with the application. Applicants should ensure that they demonstrate coherence among the different disciplines, in terms of the individual's overall personal and professional goals, as well as how those disciplines will be blended in the final thesis/project/dissertation. This is where applicants will discuss their professional/academic preparation, their reason for choosing The University of Alabama, their research goals (as appropriate) and their intended future career path. The Graduate School expects applicant goals to include classwork from two to three academic departments/programs.

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 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. 18).

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. 18).

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. 206).

Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

Scholastic Requirements

Graduate School information on Scholastic Requirements (p. 204).

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation

Information on the Application for Graduation (p. 18).

Interdisciplinary Studies, Ph.D.

The Interdisciplinary Studies (IDS) 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 IDS 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.

Admissions

Prior to submitting an application to the Interdisciplinary Studies Program, each prospective student must meet with the Graduate School Associate Dean for Admissions, Recruitment and Fellowships.

Applicants to the Interdisciplinary Studies PhD program will submit an application to the Graduate School. Application materials will 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 Interdisciplinary PhD program.
2. The email addresses of three recommenders.
3. A CV/resume.
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. Statement of proposed research. A one to two-page document outlining the intended focus and significance of the proposed research to the integrated fields of study and the applicant's professional goals.

7. 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 PhD program. The Advisory Committee chair and at least one additional committee member must have experience in directing and supervising doctoral-level research.
8. The name of the home department. The home department or program will include the Interdisciplinary Studies, PhD 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 Interdisciplinary Studies, PhD student for Graduate Teaching Assistant and Graduate Research Assistant appointments, and for office space.
9. Proposed course list. In consultation with the Advisory Committee and Advisor/Chair, the prospective Interdisciplinary Studies PhD student will create a preliminary plan of study. This must include transfer classes, classes taken at The University of Alabama, and dissertation research hours
10. Written explanation (prepared by the proposed Advisor in consultation with the Advisory Committee and submitted by the student) explaining how the comprehensive examination requirement will be fulfilled. It is expected that the comprehensive examination for the Interdisciplinary Studies PhD 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 and the Chair of the proposed home department.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

Code and Title	Hours
Elective Courses	33
Research Methods or Research Theory and Design	15
IDGR 699 Dissertation Research	18
Total Hours	66

The University of Alabama Graduate School requires that Interdisciplinary Studies PhD students complete a minimum of 48 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.

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 Requirement

For Interdisciplinary Studies PhD 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 and the submission of a new Plan of Study form.

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. 23).

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 Online Syllabus Management site.

Final Oral Examination: The final oral exam for the PhD 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. 18).

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.

Degree 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

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Academic Grievances Information

Graduate School information on Academic Grievances (p. 219).

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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. 772)

Program Director

- Gregory Thompson

Professor

- Gregory Thompson

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***IDGR605 Graduate Internship**

Hours 4.5

*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.

IDGR699 Dissertation Research

Hours 1-12

Dissertation Research.

Faculty**Program Director**

Gregory Thompson

Professor

Gregory Thompson

Materials Science, Ph.D.**Admission Requirements**

In order to qualify for regular admission to the doctoral program, a student must have satisfied the following minimum requirements common to all three universities:

- A bachelor's degree (or its equivalent) from an accredited college or university in engineering or one of the physical sciences
- "B"-level scholarship, either overall or for the last 60 semester hours of undergraduate and graduate credit
- A minimum score of 1000 on the Graduate Record Examination general test
- A TOEFL score greater than 550 (or the equivalent on other acceptable language examinations), for international students
- Letters of reference

An applicant whose scholastic record reveals a deficiency in one of the first three categories above may, upon recommendation of the Campus Materials Science Program Committee chairperson (on the campus to which the student has applied) and with approval of the respective graduate dean, be admitted on a provisional basis, as provided in graduate school regulations at each campus. However, that student must follow the appropriate graduate school's policies in achieving regularly admitted status prior to taking Program Examination I (the examination on core material).

Additional information is in the Admission Criteria section of this catalog.

See the Admission Criteria section of this catalog for more information.

Advisement

Prior to a student's admission to the program, the student will usually discuss (perhaps via email) possible research areas with one or more faculty members. If the student is admitted to the program, the letter of admission will designate a faculty member as the tentative dissertation advisor. The advisor and/or research area can be changed during the course of study if it appears beneficial to the student, with the approval of the Campus Materials Science Program Committee.

The advisor will assist the student in program planning and other academic matters. The letter of admission will also designate one of the participating departments as the tentative home department (normally the department of the tentative advisor), and state whether the student will be financially supported by a Materials Science Program assistantship (some students have support from outside the program instead.)

A graduate supervisory committee will be appointed for the PhD student as soon as he or she passes Program Examination I and a research project is selected. The student and the advisor are responsible for recommending supervisory committee members, which must then be approved by the Campus Coordinator. Members of the committee will normally be selected from participating faculty in the Materials Science Program from the three campuses involved. Exceptions must be approved by the Campus Coordinator. The graduate committee normally includes the research advisor (as chairperson) and at least four other members. The graduate committee members are selected based on the student's academic interests and area of research. At least one of

the committee members is from the student's research area at one of the other UA campuses, and another is from a department other than the home department on the home campus. The graduate committee is charged with supervision and approval of the student's research and course of study toward the completion of all requirements leading to the degree.

Campus Materials Science Program Committee

This committee administers the program on each campus. Coordination encompasses some functions that are usually handled by a single-discipline department. The Campus Materials Science Program Committee is chaired by the campus program coordinator, who acts as director or chairperson for the program.

Degree Requirements

Qualifying, Comprehensive, and Other Program Examinations

Program Examination I covers the program's core material. The core is divided into three topic areas:

1. structure and properties;
2. characterization and testing; and
3. thermodynamics and processing.

Program Examination I qualifies the student to enter the advanced program. It is administered simultaneously system-wide by the Tricampus Coordinating Committee, at pre-announced dates, at least once per year (sometimes once per semester). The individual campus program committees will solicit input from the faculty and assist in preparing and grading the system-wide examination. The student may choose to take two or all three parts of Program Examination I at a sitting (unless only one part remains to be taken). It is expected that a student must make at least one attempt to pass the exam during the first two years of study. All parts of the examination must be completed within a total of three years, or by the fourth administration of the exam if this occurs later than three years after admission. Failure to pass all parts of the examination after this time disqualifies a student from the PhD program.

Program Examination II includes a comprehensive examination covering material in the student's specialization, as well as a dissertation proposal defense. This examination is normally taken near the end of formal coursework and is prepared, administered, and graded by the student's graduate supervisory committee. The last exam is an oral exam, the dissertation defense, which also is administered by the graduate supervisory committee.

A Student Handbook describing the details of Program Examinations and other aspects of the Program is on the Program's UA Campus website.

Candidacy and Dissertation Requirements

Admission to candidacy for the doctoral degree is contingent upon the successful completion of Program Examinations I and II (which includes the successful presentation of a dissertation research proposal.) Normally, a student is considered eligible to take Program Examination II when all of the required coursework has been completed. A department-approved Admission to Candidacy for the Doctoral Degree is submitted to the Graduate School as soon as possible after passing the program exams. See the Degree Requirements section of this catalog for details on plan of study, admission to candidacy, and all other

degree requirements. After being admitted to candidacy, the student must complete the remaining requirements for the degree, the main requirement being the doctoral research and dissertation. A minimum of 48 credit hours of graduate coursework and 24 hours of dissertation research are required. These courses may be in any department, but the course program must be worked out in consultation with the advisor and approved by the dissertation committee. A maximum of 24 of the 48 coursework hours may be transferred from another institution, subject to approval. The Request for Transfer of Graduate Credit is on the Graduate School's website. Credits in materials-related courses earned toward a master's degree at The University of Alabama may be applied to the doctoral degree.

Residency Requirement

The minimum period in which the doctoral degree can be earned is three full academic years of graduate study. The student must spend the final or penultimate academic year in continuous residence as a full-time graduate student at one of the campuses.

Time Limits

All requirements for the doctoral degree must be completed within a period of seven years of the date of admission.

For additional residence, time limits and degree requirements information, see the Degree Requirements section of this catalog.

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. 765) 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 Doctor of Education (EdD) requires a minimum of two years of graduate study beyond the master's degree for the completion of the EdD program. The student is required to complete 60 semester hours in approved graduate coursework research beyond the master's degree, or 90 semester hours of approved graduate courses, and to defend a dissertation. The student must complete a minimum of 12 hours of dissertation research. In the College of Education (p. 488) section of the Graduate Catalog, there are specific regulations governing the EdD 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. 356) section of the Graduate Catalog.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) (p. 730) 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.

Transfer of Credit

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 if approved by the department and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama.

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.

There are two options for possible transfer of graduate credit at the doctoral level.

1. All doctoral programs: Up to one-half of the required coursework (exclusive of dissertation research hours) for a doctoral degree may be transferred from another institution if the credit was in-field and was earned during the six-year period (18 fall, spring and summer semesters) preceding the semester of admission to the UA doctoral program. Revalidation (recertification) of credits more than 18 semesters old at the time of admission to a doctoral program is

not an option. Only courses in which a student earned a "B" grade or better may be transferred. Under this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School.

2. PhD Programs Only: A student holding an earned, in-field master's degree may request approval for up to 24 hours of credit to be applied to the PhD. 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 PhD degree. When exercising this option, a Request for Transfer of Graduate Credit form must be submitted to and approved by the Graduate School. The requested transfer credit hours must be listed on the PhD Plan of Study as MSC501 under the transfer credit section. If the in-field master's degree was awarded *more than six years prior to admission to the current doctoral degree program*, the graduate program director or department head/chair must also submit to the Graduate School for evaluation, a Field-Related Employment Since Earning Master's Degree form with the student's CV must be submitted by the department through the UA DocuSign system in myBama. In addition, the department is asked to provide the following, attached to the approved Plan of Study :
 - a. An annotated work history from the student. This history should include job titles and major duties for all positions since earning a master's degree.
 - b. A brief paragraph from the corresponding faculty member, attesting that he/she has reviewed the work history and how that work applies to the current Ph.D. degree program.

The Graduate School will make the final determination about whether up to 24 prior master's hours can be applied to the Ph.D. requirements.

PhD awarding departments that want to participate in offering Option 2 to their doctoral students, need to "opt in" by informing the graduate dean in writing that they wish to be among the approved departments.

Consideration of transfer of credit or the acceptance of an earned master's degree as credit toward a PhD program is subject to a final decision by the Graduate School. In either case the student must ensure that the Graduate School has an official transcript of all credit involved. This will ensure that the student and advisor are fully aware of course hours needed when submitting the required Plan of Study, which must be submitted by the time the student completes 30 hours of transfer plus UA coursework. Planning to transfer courses in the final semester typically will delay graduation.

Please note that some departments allow fewer than 24 hours of graduate transfer credit. Be sure to check with your department's graduate coordinator regarding your department's transfer policy. Dissertation Research (699) may not be transferred in from an outside institution.

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).

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.

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

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.

The PhD, DMA, and DSW Plans of Study are submitted by the department through the UA DocuSign system in myBama. The Plan of Study for other doctoral programs (Ed.D., DNP) are available from the student's department, college, or school. 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.

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 through the UA DocuSign system in myBama.

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 may enroll 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 may be formed early in the dissertation research process, or shortly before the dissertation proposal is approved. It is expected that the committee will be formed and approved 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. Click here for instructions on the process of establishing the committee.

The committee must consist of at least five members. 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.

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; 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 instructor, assistant professor, associate professor, or professor).

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 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 in A Student Guide to Preparing Electronic Theses and Dissertations, except when the circumstances of a specific project or discipline's style manual require deviation. Students should email gradschool@ua.edu 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.

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.

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

The dissertation defense is the culminating experience in the doctoral program. The Dissertation Chair and the student will coordinate with all committee members to choose a time, date, and location for the dissertation defense. 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 regulations in A Student Guide to Preparing Electronic Theses and Dissertations.

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. For a defense to be successful, the majority of the committee must approve the dissertation and the defense.

The results of the dissertation defense must be reported to the Office of the Graduate School by submitting the Committee Acceptance Form at least six weeks before the Fall/Spring commencement, or five weeks before the Summer commencement, at which the degree is to be conferred. The Committee Acceptance Form, submitted by the department through the UA DocuSign system and found in myBama, confirms that a majority of the dissertation committee has approved the written dissertation and oral defense.

Any changes made to the manuscript after the defense must be approved by the Dissertation Chair. The student must submit the final dissertation to the Graduate School, and 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 Dissertation Submission and Approval

Following a successful dissertation defense (see "Dissertation Defense" for details), any edits agreed upon during the defense must be incorporated into the manuscript, and the Dissertation 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 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.

The dissertation, in its final form, must be received in the Graduate School within 60 days of the dissertation defense. If this deadline is not met, the Dissertation Chair may require the candidate to schedule a second dissertation defense. Note that this 60-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's homepage. Consult the Graduate School's dissertation site for additional details of the electronic submission process, including information on exactly what needs to be submitted to the Graduate School. At the stage of the Graduate School review of the manuscript, additional revisions may be required, to ensure that the final manuscript conforms to all formatting

and editing standards. The graduate dean must approve the dissertation before the student can be cleared for graduation.

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.

INDEX

#

400-Level Courses for Master's Credit 7

A

About UA Graduate Education 6

Academic Common Market 213

Academic Misconduct 7

Academic Policies 6

Accelerated Master's Program (AMP) 13

Accounting, MMA 416

Accounting, Ph.D. 417

Administration and Faculty 210

Admission Criteria 7

Advertising and Public Relations, MA 452

Aerospace Engineering and Mechanics, MS 615

Aerospace Engineering and Mechanics, Ph.D. 617

American Studies, MA 225

Anthropology, MA 227

Anthropology, Ph.D. 233

Application 16

Applied Mathematics, PhD 333

Applied Statistics, MS 428

Applied Statistics, Ph.D. 429

Archival Studies Certificate 464

Art History, MA 238

Athletic Training, MSAT 680

B

Biological Sciences, MA 245

Biology, MS 247

Biology, Ph.D. 254

Book Arts Certificate 465

Book Arts, MFA 465

Business Administration, MBA 410

Business Analytics, MSBA 431

C

Capstone Center for Student Success 216

Capstone College of Nursing 721

Capstone International Center 213

Chemical Engineering, MS 618

Chemical Engineering, Ph.D. 620

Chemistry, MSC 268

Chemistry, Ph.D. 272

Civil Engineering, MS 628

Civil Engineering, Ph.D. 634

College of Arts and Sciences 225

College of Communication and Information Sciences 446

College of Community Health Sciences 480

College of Education 488

College of Engineering 613

College of Human Environmental Sciences 674

College Teaching Certificate 525

Communication & Information Sciences (CIS), PhD 473

Communication Studies, MA 455

Computer Science, MS 646

Computer Science, Ph.D. 651

Conflict Resolution Certificate 677

Consumer Sciences, MS 678

Continuous Doctoral Research Registration 17

Counselor Education, Ed.S. 549

Counselor Education, Ph.D. 551

Counselor Education: Clinical Mental Health Counseling, MA 551

Counselor Education: Rehabilitation Counseling, MA 555

Counselor Education: School Counseling, MA 558

Course-Numbering System 17

Creative Writing, MFA 287

Criminology & Criminal Justice, MS 283

Culverhouse School of Accountancy 416

Curriculum and Instruction, Ed.D. 499

Curriculum and Instruction, Ph.D. 501

D

Dance, MFA 404

Degree Requirements 18

Department of Advertising and Public Relations 450

Department of Aerospace Engineering and Mechanics 613

Department of American Studies 225

Department of Anthropology 226

Department of Art and Art History 237

Department of Biological Sciences 244

Department of Chemical and Biological Engineering 617

Department of Chemistry and Biochemistry 267

Department of Civil, Construction and Environmental Engineering 627

Department of Clothing, Textiles, and Interior Design	676	E	
Department of Communication Studies	454	Educational Leadership, Ed.D.	526
Department of Communicative Disorders	274	Educational Leadership, Ed.S.	529
Department of Community Medicine and Population Health	482	Educational Leadership, MA	532
Department of Computer Science	645	Educational Leadership, Ph.D.	535
Department of Consumer Sciences	676	Educational Psychology, Ed.S.	562
Department of Criminology & Criminal Justice	283	Educational Psychology, MA	567
Department of Curriculum & Instruction	497	Educational Psychology, Ph.D.	569
Department of Economics, Finance, and Legal Studies	420	Educational Research, Ph.D.	572
Department of Educational Leadership, Policy, and Technology Studies	523	Electrical Engineering, MS	658
Department of Educational Studies in Psychology, Research Methodology, and Counseling	548	Electrical Engineering, Ph.D.	663
Department of Electrical and Computer Engineering	658	Elementary Education, Ed.S.	503
Department of English	287	Elementary Education, MA	505
Department of Family, Internal and Rural Medicine	485	English as a Second Language, MA	291
Department of Gender and Race Studies	303	English, MA	292
Department of Geography	309	English, Ph.D.	295
Department of Geological Sciences	317	Environmental Engineering, MS	640
Department of Health Science	679	Executive Masters of Business Administration, EMBA	414
Department of History	327	F	
Department of Human Development and Family Studies	704	Family Nurse Practitioner Certificate	735
Department of Human Nutrition and Hospitality Management	707	Finance, MS	421
Department of Information Systems, Statistics and Management Science	427	Finance, Ph.D.	422
Department of Journalism & Creative Media	458	Financial Assistance	217
Department of Kinesiology	581	G	
Department of Management	437	General Information	212
Department of Marketing	442	Geographic Information Systems Certificate	310
Department of Mathematics	332	Geography, MS	310
Department of Mechanical Engineering	666	Geography, Ph.D.	314
Department of Metallurgical and Materials Engineering	673	Geology, MS	318
Department of Modern Languages and Classics	340	Geology, Ph.D.	321
Department of Music Education	590	German, MA	342
Department of Physics and Astronomy	364	Graduate Catalog	6
Department of Political Science	372	Graduate Course Inventory	28
Department of Psychology	388	Grievance Procedure (Faculty Handbook)	219
Department of Religious Studies	396	H	
Department of Special Education and Multiple Abilities	598	Health Education & Promotion, MPH	685
Department of Theatre and Dance	402	Health Education & Promotion, Ph.D.	688
Digital Communication Certificate	454	Health Studies, MA	700
Division of Academic Outreach	216	Higher Education Administration, Ed.D.	537
Doctor of Nursing Practice (DNP)	730	Higher Education Administration, MA	539
		Higher Education Administration, Ph.D.	540

History, MA	328	Mechanical Engineering, MS	668
History, Ph.D.	330	Mechanical Engineering, Ph.D.	671
Hospitality Management, MS	709	Medical Withdrawal and Return to Campus	208
Housing and Dining Options	219	Metallurgical Engineering, MS	674
Human Development and Family Studies, MS	705	Military Programs	221
Human Environmental Sciences, MS	720	Museum Studies Certificate	236
Human Nutrition, MS	711	Music, DMA	357
Human Nutrition, Ph.D.	715	Music, MM	360
I		N	
Instructional Leadership, Ed.D.	541	Nursing, MSN	742
Instructional Leadership, Ph.D.	543	Nursing Science, Ph.D.	737
Instructional Technology Certificate	546	O	
Instructional Technology, MA	546	Office of Disability Services	222
Interdisciplinary Programs	765	Office of Information Technology	222
Interdisciplinary Studies	765	Operations Management, MS	434
Interdisciplinary Studies, MA	766	Operations Management, Ph.D.	435
Interdisciplinary Studies, MS	768	P	
Interdisciplinary Studies, Ph.D.	769	Physics, MS	365
J		Physics, PhD	370
Joint, Cooperative and Shared Graduate Programs	202	Political Science, MA	373
Journalism & Media Studies, M.A.	459	Political Science, Ph.D.	377
K		Population Health Sciences, MS	482
Kinesiology, MA	582	Post-Master's Certificate in Women's Studies	304
Kinesiology, PhD	587	Psychiatric Mental Health Nurse Practitioner Certificate	746
L		Psychology, MA	390
Libraries at The University of Alabama	219	Psychology, Ph.D.	390
Library and Information Studies, MLIS	469	Public Administration, MPA	384
Literacy Research, Theory, and Pedagogy Certificate	498	Q	
M		Qualitative Research Certificate	574
Management Information Systems, MS	432	Quantitative Economics, MA	424
Management, MA	437	Quantitative Economics, Ph.D.	425
Management, Ph.D.	440	Quantitative Research Certificate	575
Manderson Graduate School of Business	410	R	
Marine Science, MS	262	Records Maintenance and Disposition	202
Marketing, MS	443	Registration and Assistantships	203
Marketing, Ph.D.	444	Religion in Culture, MA	397
Materials Science (MTLS)	771	Research Agencies	223
Materials Science, Ph.D.	772	Romance Languages, MA	345
Materials/Metallurgical Engineering, Ph.D.	674	Romance Languages, Ph.D.	352
Mathematics, MA	334	Rural Community Health, MS	485
Mathematics, Ph.D.	338		

S

Scholastic Requirements	204
School of Library and Information Studies	463
School of Music	356
School of Social Work	748
School Psychology, Ph.D.	576
Secondary Education, Ed.S.	509
Secondary Education, MA	514
Social and Cultural Studies Certificate	547
Social Work, D.S.W.	750
Social Work, M.S.W.	755
Social Work, Ph.D.	760
Special Education, Ed.D.	599
Special Education, Ed.S.	602
Special Education, M.A.	604
Special Education, Ph.D.	612
Speech Language Pathology, MS	276
Student Health Center and Pharmacy (SHC)	223
Studio Art, MA	240
Studio Art, MFA	242

T

Tax Accounting, MTA	419
Theatre, MFA	406
Tuition and Other Expenses	223

V

Veterans Services	224
-------------------------	-----

W

Withdrawal From the University	224
Withdrawals and Leave of Absence	206
Women's Studies, MA	305
Workshop for New Graduate Teaching Assistants	225